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ABSTRACT

This manual, the first part of a guide to assist colleges in field-testing the survey instrument, "Student Goals Exploration" (SGE), is a non-technical treatment for use by faculty members in their classes. The SGE is a comprehensive survey instrument designed to measure student goals for attending college and for enrolling in specific courses. Section I, "About the Student Goals Exploration," gives an overview of the uses and structure of the SGE including theory and assumptions, selecting the appropriate version, sample uses, description of the sections, overview of the scales and scale items, and interpretation. Section II, "Using the SGE for Classroom Research," describes classroom versions of the SGE, examples of its uses, and choosing appropriate uses. Also covered are how to add goal items, administer score and score the survey, develop a class profile, link with other data bases, and report and discuss results. This section also presents cautions, limitations, and conclusions. Section III, "The SGE Inventories," contains the three classroom research versions and a faculty perspective version. Appendixes include computer coding and data processing instructions, typical group profiles, and a reserve items pool. Nineteen references are included. (JB)

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Student Goals Exploration User's Manual

Classroom Research Guide

Preliminary Edition

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STUDENT GOALS EXPLORATION
USER'S MANUAL

Classroom Research Guide
Preliminary Edition

Preface

The goals students have for attending college and for enrolling in specific courses have an impact on educational outcomes. These goals can be measured with a comprehensive survey instrument such as the Student Goals Exploration (SGE). When appropriate goal profiles are available, college instructors and researchers can relate them to other student characteristics, guiding efforts to improve teaching and learning.

This User's Manual was prepared to assist colleges in field-testing the Student Goals Exploration (SGE). The manual is divided into two Guides with a common introduction to the SGE: (1) A Guide for Classroom Research by faculty members and academic administrators, and (2) A Guide for Institutional Research by those desiring to link the SGE results with other data bases. This Institutional Research Guide also contains technical information needed to gain a detailed understanding of the SGE's scales and development. Each Guide contains an appropriate field test set of SGE inventories as well as coding instructions and examples of ways to report findings.

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STUDENT GOALS EXPLORATION

User's Guides and Technical Report

Suggestions for the Reader:

We have divided this User's Manual into two Guides so that faculty members who desire to use the Student Goals Exploration in their classrooms can do so without reading technical material that is interesting primarily to other types of researchers. Select the most appropriate of the two User's Guides: The Classroom Research Guide is a non-technical treatment for use by faculty members in their classes. This Institutional Research Guide is more helpful for studies involving several classrooms and also provides a technical summary of the SGE's development and characteristics. Section 1, an overview of the uses and structure of the SGE, is included in both Guides.

Student Goals Exploration User's Manual
Classroom Research Guide
Preliminary Version

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SECTION I. ABOUT THE STUDENT GOALS EXPLORATION

1. Introduction

During the 1980s college administrators and faculty members increased their attention to strategies for improving teaching and learning. Among other strategies for enhancing student learning, faculty members have been urged to set high expectations, increase curricular coherence, and foster active student involvement. Concurrently, educators have discussed how to assess the results of their efforts, that is, to determine if students are learning what faculty intend them to learn.

Assessment advocates have considered two levels of data collection about student learning. One level of assessment, first proposed by state policy makers and accreditors, involves measuring students' learning outcomes and aggregating the results for programs or colleges. The primary purposes of aggregation are to ensure public accountability of colleges and to formulate institutional or state-wide improvement policies. Many of the early discussions of assessment, centering on the state, institutional, and program level of measurement, were not well-received or understood by faculty members and administrators. Another level of assessment was proposed by those who believe that the best chance of improving student learning rests with the initiative of individual instructors. This grass roots level of assessment, linked closely with instructional improvement, has come to be called "classroom research" (Cross and Angelo, 1988).

The case for classroom-level assessment is strengthened by recent advances in cognitive psychology. These advances indicate that (1) learning is improved if teachers communicate course objectives and discipline structure to students, (2) coherence depends on how well students integrate new knowledge with old, and (3) strategies that help students integrate new knowledge can be taught. This emphasis on *how learning occurs* as well as *what is learned* has helped to show that learning involves not only acquiring facts and principles, but also increasing one's motivation and self-confidence about learning and acquiring useful learning strategies. In recent conference agendas, these ideas have joined the discussions of institutional assessment to provide a balanced assessment agenda at the classroom and college levels for improving teaching and learning.

During assessment discussions educators are mindful of student differences. Both faculty members and measurement experts recognize that mediating variables, such as a student's age, gender, socioeconomic background, and prior academic preparation, affect what is learned and should be considered when interpreting measures of student outcomes. Faculty often relate to subgroups of students based on informal assessments of such characteristics. Measurement experts, on the other hand, attempt to control statistically for the effects of student differences when making comparisons. To cite an example, if an open-admission college serves an urban area with many under-prepared students, this fact must be considered when student achievement is compared with a nearby residential university serving well-prepared students. To give another example at the classroom level, when one instructor's class has strong academic background or special abilities, these attributes must be taken into account when comparing class achievement with that of a more academically typical class taught by another instructor. Some academic program reviewers judge it appropriate to adjust standards for different groups of students, examining their progress in terms of their initial knowledge or skill, an approach often called "value-added" measurement. Despite controversy over the measurement techniques, many educators favor this "value-added" concept of progress. Whether student progress is measured against a specified criterion or through a value-added approach, it is customary to take account of readily observable student differences, such as gender or age, and to control statistically for differences in preparation that are detected by aptitude or achievement tests.

In contrast with observed student characteristics or academic aptitudes, variations in student goals and related motivational differences among students have seldom been included as mediating variables when student outcomes are assessed. This is true even though the standards against which student progress are measured typically stem from goals of faculty, administrators, or legislators. In fact, educators only rarely mention the goals students bring to the classroom, how these goals affect what is learned, or how student goals may change. Over 2,300 teachers of introductory college courses told us in a recent survey that, compared with student characteristics such as preparation and ability, they viewed student goals as relatively unimportant in planning their courses (Stark et al. 1990). One reason for this finding may be that instructors do not know the course goals of their students. Yet, both good course planning and accurate interpretation of assessment data may depend upon students' views of important outcomes. What they value and hope to achieve stimulates their learning involvement and effort.

As we reviewed relevant research literature, we developed a better understanding of why student goals have been neglected in assessment discussions. In short, student goals are neglected because there have been no useful instruments to measure the goals students bring to courses. Educators have measures of broad goals for attending college, typologies to classify students based on these broad goals, surveys of activities students pursue during college, inventories of student satisfaction, and surveys to tap student opinion of the college's environment and goals. We have summarized these various measures elsewhere (Stark, Shaw & Lowther, 1989). But we found no inventory to assess student goals for a specific course or to help relate these goals to other characteristics or to student learning. We concluded that such an instrument was needed.

After considering several possible models, we developed a theoretical framework for a student goals inventory (Stark, Shaw and Lowther, 1989). Based on this framework, we developed and pilot-tested the Student Goals Exploration (SGE) over a five-year period. The SGE is now suitable for field testing. This preliminary user's manual is to guide those at colleges and universities who wish to be involved in field-testing the SGE.

We wish to make the SGE useful to educators responsible for fostering educational improvement at each of the levels of assessment we mentioned earlier--the programmatic or institutional level, and the classroom level. Since educators working at these two levels will need to use different research strategies, we developed two sets of SGE inventories and two User's Guides: The Institutional Research Set and the Classroom Research Set. Each set of inventories comprises three versions, each of which can be used at a different point in a student's education. Both sets of inventories were designed to help understand group characteristics, rather than to counsel or advise individual students. (For a list of the SGE versions and recommended uses, see Table 1.)

The Institutional Research Set is useful for collecting data about goals of students in multiple classes or programs. The data collected are extensive and allow theoretically-based explorations of relationships among self-reported variables that may influence students' college and course goals. The versions of the SGE within the Institutional Research Set are similar in format and length to the instrument we used for research on student goals when developing the SGE. This set may be used in program or college assessment by those familiar with social science research techniques. Such users will find this User's Guide for Institutional Research, which contains technical information about the SGE, most helpful.

The Classroom Research Set is for classroom instructors, working alone or with a few colleagues. It is designed to help instructors understand the goals of students in their classes, to facilitate two-way communication about the relationship between students' and teacher's goals, and to allow the teacher to examine goal change informally over the course of a term. Classroom researchers will wish to read Section 2 of this Guide as well as this introduction.

2. Theory and Assumptions

Our work in developing the SGE has been based on a theoretical framework we derived from appropriate literature and exploratory interviews with students taking introductory college courses. A complete summary of the theoretical background is given in another source (Stark, Shaw, & Lowther, 1989). We have summarized below the key assumptions we drew from the literature and interviews.

1. In the simplest and most basic terms, goals are what individuals hope to achieve. Such intentions motivate and direct human behavior. As do people in general, college students attempt to behave in ways they see as useful and valuable. Students monitor and revise both the value they attach to goals and the goals themselves in accord with their perceived successes and failures.

2. Students have broad goals for attending college but, within the orientation provided by these broad goals, they also have specific goals for particular courses they take or majors they choose.

3. Students' goals for a course may not be as realistic, specific, clear, comprehensive, or challenging as the goals their teacher holds for the course. Some students may accept, more readily than other students, goals that are assigned by an outside source such as parents or teachers.

4. Many, but not all, college students are able to articulate their goals. Some are still developing awareness of their own goals and have difficulty stating them without prompts. They may also be in the process of acquiring new goals. Thus, they respond more completely to survey type lists than to open-ended queries.

5. A student's goals for a specific course are multidimensional. They may encompass a variety of different intellectual, personal, vocational, and social dimensions.

6. Students' goals for courses may change while taking a course. Sometimes, but not always, the change is what the teacher intends. If they understand the teacher's goals, students may be more likely to revise their goals for a course to be more like their teacher's.

7. Students' goals for a course are linked with their feelings of self-confidence in a particular academic subject, with prior preparation in that subject, with study strategies, and with a variety of specific goal attributes, such as whether the goals are self-generated or assigned by others and whether they are long-term or short-term.

8. Students' course goals influence their motivation to learn specific course material, their reaction to course activities, and the type and intensity of effort they exert in course-related tasks.

9. The effort students exert in academic tasks influences their learning outcomes. These outcomes may include attaining their own goals as well as those assigned to them by others.

We represented these ideas graphically and interrelated them in a general framework to guide development of a student goals inventory as shown in Figure 1 below.

In the conceptualization shown in Figure 1, we assume that students' general college goals precede the goals they hold for a specific course. Students bring to college previous experiences that lead them to develop expectations about whether they need a specific course, whether they will enjoy it, and how well they will perform in it. At both college and course levels, we show the possible but unverified influence of general motivating factors (such as expectations and self-assessment) as well as preparation. These issues are important at both college and course levels because the self-confidence a student feels about college in general may not transfer to a specific course, nor is preparation for the specific course the same as preparation for college generally.

In using this broad scheme as a guide for developing our inventory, we focused our attention on the "fuzzy" concepts of goal patterns shown in the shaded areas of Figure 1. Since we had found no instrument that provided descriptive measures of these goal patterns, we tried to build one that would describe them multidimensionally for college goals and for specific courses. Most of the questions we included in the Student Goals Exploration are intended to portray profiles of student groups on these two sets of goal patterns.

In our research inventory, we also asked students to report information pertinent to some of the other elements of the model, such as their background characteristics, academic preparation, and their extent of satisfaction with that preparation. (Sometimes information on background characteristics can be gathered from college files instead of asking the student to report it, but the students' *perceptions* of their backgrounds are not available from files.) To measure some of the constructs shown in Figure 1, we incorporated segments of psychological and motivational surveys developed by others. For example, to assess course expectancy, self-assessment of preparation, learning strategies, and self-efficacy, we used items from the Motivated Strategies for Learning Questionnaire (Pintrich et al. 1989). To obtain reports of student effort, that is, activities they pursued outside of class, we borrowed questions from Pace's early work on the Quality of Student Experience Survey (Pace, 1975, 1987). Each of these sets of questions, drawn from other sources, will be described in more detail later.

To complete our exploration of the theoretical framework, we need to examine more fully the relationships among the various elements in Figure 1. We know more about these relationships now than we did a few years ago but much remains to be discovered. We will continue studying them as more data are acquired.

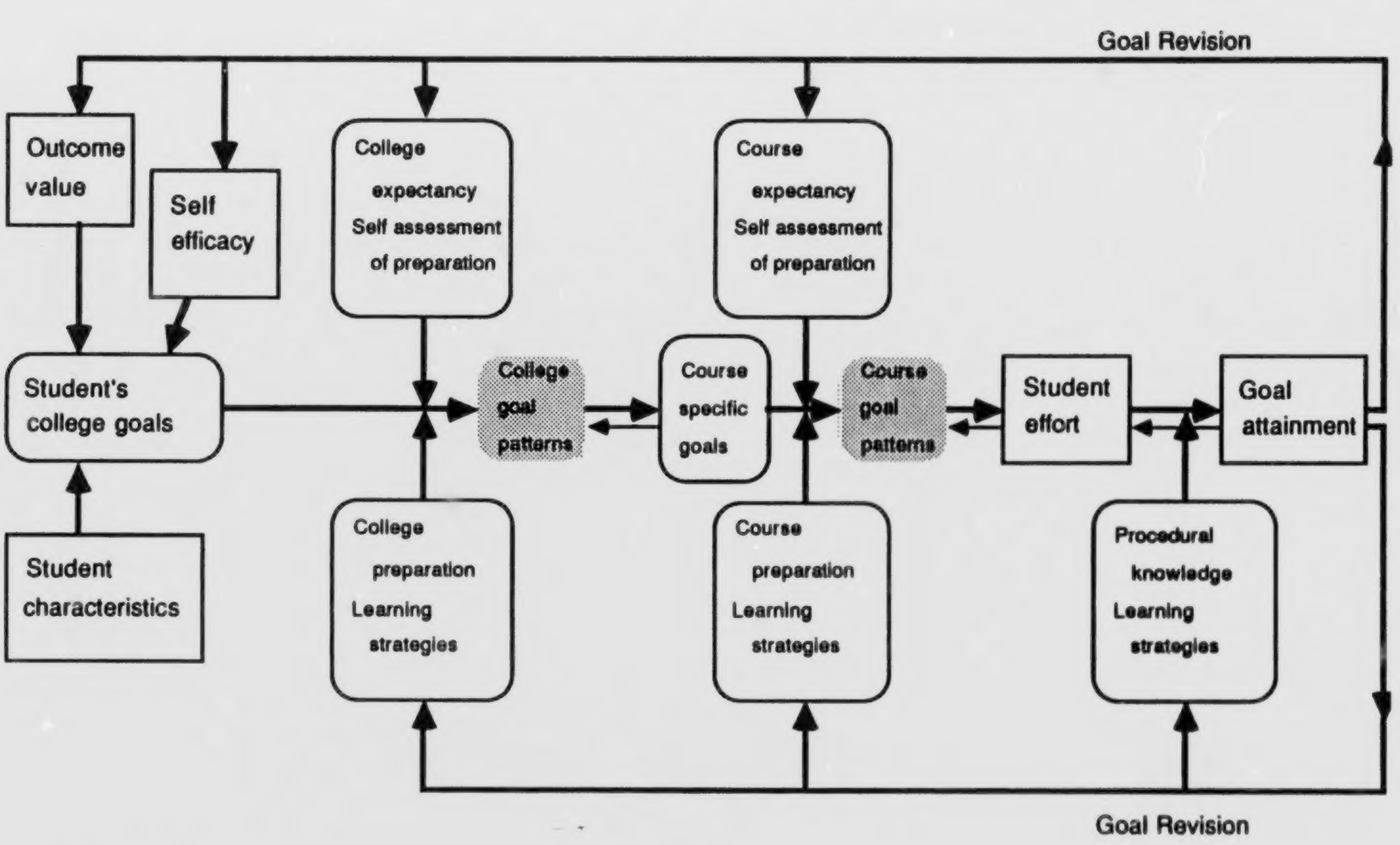
Goal Revision
Outcome value
Self efficacy
College expectancy
Self assessment of preparation
Course expectancy
Self assessment of preparation
Student's college goals
College goal patterns
Course specific goals
Course goal patterns
Student effort
Goal attainment
Student characteristics
College preparation
Learning strategies
Course preparation
Learning strategies
Procedural knowledge
Learning strategies
Goal Revision

Figure 1. General framework for a student goals inventory.

Note: Shaded boxes indicate hypothesized multidimensional patterns.

3. Selecting the Appropriate SGE Version

In the discussion that follows, we describe the potential uses of the SGE that caused us to build two sets of inventories from our research instrument.

There are two sets of SGE inventories, an Institutional Research Set and a Classroom Research Set. They differ in purpose, intended audience, length, and how they should be administered. When selecting the appropriate SGE Inventory Set to use, potential users should consider carefully both their intended purposes and their intended audience.

The **institutional research** (IR) versions of the SGE are primarily for use by researchers or academic leaders who are interested in identifying broad goal patterns among groups of students in a program or an entire college. Such researchers may wish, in the simplest case, to describe goals of students majoring in a field. In a more complex instance, they may desire to add students' goal profiles to an existing data base. This would allow study of the relationship of goals to other variables, such as entering test scores, grade point averages, or measures of specific student outcomes.

College administrators may want to examine whether the goals of groups of students change over time, possibly as a result of particular courses, sequences of courses, or the entire college experience. For such longitudinal studies there are three IR versions to use at different points in a student's education. Those most interested in the results of these types of SGE studies typically will be groups of faculty or academic decision-makers. To identify any changes, the institutional researcher will need to sample the student population appropriately and apply suitable statistical tests. He or she will also need to tailor the technical report to the audience. Because of the many influences students experience during college, the researcher needs to exercise particular care in attributing student change to any particular educational experience.

The SGE set for **classroom research** (CR) is shorter than the IR set and can be used by an instructor in a course. Like the IR set, the CR set also has three versions for use at different times. The audience is the class and instructor (or, possibly, a group of classes and instructors). Since the primary classroom purpose is to improve communication between faculty and students, it is not essential to link the information with more comprehensive data bases, and statistical comparisons usually are irrelevant. Class discussion generated by the SGE-CR likely will focus on the importance of particular goal items and patterns within a specific discipline, probing how the goals of students and teacher compare or how they change during the semester. At the suggestion of classroom teachers preparing to field test the SGE, we have prepared a brief parallel version, the Faculty Perspective Version, to help faculty members record the goals they hope their students will have.

In the Classroom Research set, some of the sections and several background questions are designated "optional" to allow instructors to ensure student confidentiality if desired. Detecting goal change with the SGE does require some student identification to match responses, however. In the User's Guide for Classroom Research, we discuss some suggestions for assuring confidentiality when desired and provide guidance about how to interpret changes in student responses.

Table 1

Versions of the Student Goals Exploration

	Course		Major field	
	Time 1 (pre-test)	Time 2 (post-test)	Time 1 (pre-test)	Time 2 (post-test)
SGE-IR Institutional research (full version)	IR-1	IR-2	IR-M	IR-M
SGE-CR Classroom research (brief version)	CR-1	CR-2	CR-M	CR-M
SGE-Faculty Perspectives (course goals only)	Faculty (any time)	–	Faculty (any time)	–

Table 1 is a chart showing the two sets of Student Goal Explorations, each of which includes three parallel versions. In both the CR and IR versions labeled #1 and #2, students respond for a particular course in which they are enrolled. In the versions labeled M, students respond in terms of the major field they have chosen. The first of the three versions (IR-1 or CR-1) is intended for use at the beginning of the course or as a pre-test in a longitudinal study. Another version (IR-2 or CR-2) is used at the end of a course, or as a post-test when the pre-test has been given. The "major field" versions (IR-M or CR-M) can serve as both pre-test (at the beginning of the major) and post-test (near graduation), or, alternatively, the major field versions can be a post-test when one of the other versions in the set has been given as the pre-test. Faculty members use the "faculty perspective" version before administering the student versions.

The purpose of the SGE administration determines what sections of the instrument are most important and which students should complete them. An institutional researcher administering the SGE-IR Set may randomly select students from multiple sections of a large course. He or she hopes to minimize differences due to instructor influence and to maximize student response rates, the number of variables collected, and reliability and validity.

A classroom instructor who plans to discuss course goals with students, on the other hand, will ask all students in the class to respond. When using the briefer SGE-CR, full discussion typically is more important than the statistical properties of the indices in the SGE. An example serves to illustrate this point: We have found that students answering the SGE in introductory mathematics courses often respond that "learning to solve problems" is a goal, but students in history courses do not find that goal important. Assuming that the history instructor views this as an opportunity to expand student horizons, discussion might focus on what problem-solving means in history, how historians go about solving problems, and so on.

In each SGE set, we have included opportunities for the researcher or classroom instructor to add goal items of unique or local interest. For example, instructors in a college with a religious mission might wish to add college-wide and course-specific items that tap religious goals. A biology instructor whose goal is to raise environmental consciousness may wish to expand the number of goal items related to this aspect of the course.

To help the user, we describe below some ways in which the SGE could be used, and provide some hypothetical examples. After describing the parts of the SGE and its indices, we will return to these examples for further explication of classroom research possibilities in Section 2 of this Guide. More detail about institutional research possibilities is given in the Guide for Institutional Researchers.

4. Sample Uses for the SGE

Uses of the Classroom Research Version (SGE-CR)

1. *Purpose:* To help understand the goals of groups of students newly enrolled in courses, including the special goals of any existing subgroups of students.

   Administration: CR-1 near beginning of term; faculty members may wish to complete the Faculty Perspective Version of course goals.

   Audience: The instructor and students discuss the congruence of their goals, the meaning of the goal statements to them, how the planned course activities relate to goals.

2. *Purpose:* To assess changes in the goals of a group of students during a semester or year of enrollment in a course (or a program) of study.

   Administration: CR-1 at beginning of term (or CR-M when major is elected). CR-2 at end of term (or CR-M near graduation)

   Audience: The instructor; the faculty members in an academic department; possibly groups of graduating students or recent program alumni.

3. *Purpose:* To assist a faculty group in planning courses that will capitalize on student goals.

   Administration: CR-1 at beginning of term or CR-M when major is elected.

   Audience: Faculty committee examining course purposes, sequences, and activities to improve student motivation or to better serve students.

Uses of the Institutional Research Version (SGE-IR)

1. *Purpose:* To measure student goals as a mediating variable between intended student outcomes and actual student outcomes. Specific instructional plans or strategies may be used as experimental treatments.

   Administration: Use IR-1 or IR-M at beginning of specific course or major. Results may be entered into data base with other pre-test measures such as aptitude, achievement, placement tests and outcome measures.

   (Note that for a shorter and less comprehensive survey, CR-1 or CR-M could be used.)

   Audience: Academic department faculty; college administrators, accreditors, state boards, or other agencies that should be encouraged to interpret outcome data in terms of information about pre-existing student goals.

2. *Purpose:* To explore the relationships between students' course-level (or major level) goals and their feelings about studying, their expectations and study skills, their college-level goals, and, at the term's conclusion (or graduation), the types of activities pursued while enrolled in a course. Some of these potential relationships were shown earlier in Figure 1.

   Administration: IR-1 and IR-2, or two administrations of IR-M, or a serial administration of IR-1, IR-2 and IR-M.

   Audience: Academic department faculty; college administrators, accreditors, state boards--wherever the outcome data are sent and should be interpreted in light of student goals. Also educational researchers.

We encourage users of the SGE to be creative in adding appropriate items and in regrouping items in ways meaningful to specific disciplines and types of courses. Even so, at this point in our brief discussion of uses and audiences of the SGE, there are some cautions we must mention:

1. Students answering all versions of the SGE keep in mind a specific course or major. As a result, students responding for each different course or major are, in essence, responding to different surveys. Thus, while it is appropriate to aggregate the responses of all students reporting their goals for history courses, for example, no version of the SGE is currently intended for use throughout an entire college. In short, SGE data *CANNOT BE AGGREGATED TO CREATE A TOTAL INSTITUTIONAL PROFILE* because students are responding in terms of specific classes or majors, not their entire college experience. Currently, some of our field test collaborators are experimenting with asking students to respond to the course goals items with their total college "general education" in mind. Results will be forthcoming.

2. The SGE is intended to help understand goals of groups of students. Student scores may be entered into a data base that is used for making or confirming predictions about groups studying the same subject, but the scores are not reliable for single students. The SGE is *not intended to be used as a source of data for counseling or advising individual students.*

3. There are no "norms" for the SGE since there are no "right" goals for students and teachers to hold. Even for the same types of course, appropriate goals may differ from college to college. We encourage colleges and instructors to establish their own goals.

4. Users in community colleges and in courses not included in our pilot studies should examine the course-specific goal items and add items unique to their settings. Thus far, the SGE has been pilot-tested only in four-year colleges.

5. Although we suggest adding goals to the SGE to be sure specific course goals are covered, we urge that all items currently included be retained even if they seem irrelevant. It is often important to discover that what seems irrelevant to the instructor may not seem so to the student, or the reverse.

6. Even without discussing their answers, students' reflections on their answers to a pre-test may affect how they respond to a post-test. Students who discuss SGE results with their instructors are likely to be influenced even more. Therefore, it is best to pursue only one of the several uses of the SGE with students in a single class section. If the purpose of using the SGE in one class is to collect data at two points in time to gain a rough measure of change, do not discuss the congruence between student and teacher goals with that class. If the purpose is to engage students in discussion, a longitudinal study of goal change should not be planned.

5. Sections of the SGE

Within each set of SGE inventories, certain groups of items are identical, while others are modified to suit the particular purpose or stage of the student's education. For example, inventories designed to be used with students in the major field contain modified versions of questions directed at students in introductory courses.

Table 2 summarizes the parts of the SGE for Versions CR-1, CR-2, and CR-M. Shortly, we will describe the indices derived from each part of the SGE.

6. Overview of the SGE "Scales"

In Table 4, we summarize the indices or "scales" that we have derived during pilot tests from each section of the SGE. These "scales" do not meet the full technical definition of scales; rather they are groups of related items that can be readily interpreted as representing a goal construct. The list of scales given is for the most comprehensive inventory, the IR version. As noted in Table 3, some scales were derived from optional parts in the CR version. Following this overview, we discuss each scale, its meaning and the items comprising it. In Table 4, we show the number of items on each scale and a measure of its internal consistency. Internal consistency indicates the extent to which the items seem to tap the same idea; 0.00 indicates no consistency, 1.00 is the greatest possible consistency. We will discuss the uses of the scales for classroom research in Section 2 and for institutional research in the Institutional Research User's Guide. Readers who are interested in additional information about the development of the item pool and the statistical derivation of the scales should refer to Section 3 of the Guide for Institutional Researchers.

Table 2

Groups of Items Included in the SGE Institutional Research (IR) Versions

Groups of items (purpose)	IR-1 (Items)	IR-2 (Items)	IR-M (Items)
Goals in attending college			
(Students' college goals)	X (19)	X (19)	–
(Students' perceptions of goal congruence with their teachers)	X	X	–
Locally inserted items	(6)	(6)	(6)
Statements of students' purposes in college	X (7)	X (7)	X (7)
Goals for a specific course (or major) (Obtain score on typical scale for course or major; obtain profile of 15 general academic orientations; examine responses to specific questions of interest)	X (110)	X (110)	X (110)
Locally inserted items	(20)	(20)	(20)
Feelings about studying in course (or major) (Obtain profile of five goal attributes)	X (18)	–	X (18)
Expectations and study skills in course (or major) (Obtain two measures of self-confidence toward course)	X (18)	X (18)	X (18)
Student information (Obtain demographic information, educational and career aspirations, perceptions of academic preparedness, satisfactions and uncertainties about college)	X (31)	X* (22)	X (29)
Locally inserted items	(9)	(9)	(9)
Types of activities pursued in this course (or major) (Obtain end of term reports of activities students pursued.)		X (22)	X (22)
Preference for ways courses are organized in this major			X (7)

Notes: * Student information section is truncated in Version IR-2 since it is assumed that this versions will be matched by student number with pre-test surveys from IR-1.

Table 3

Groups of Items Included in the SGE Classroom Research (CR) Versions

Groups of items (purpose)	CR-1 (Items)	CR-2 (Items)	CR-M (Items)
Goals in attending college (Students' college goals)	X (19)	X (19)	– (19)
Locally inserted items	(6)	(6)	–
Statements of students' purposes in college	X (7)	X (7)	X (7)
Goals for a specific course (or major) (Obtain score on typical scale for course or major; obtain profile of 15 general academic orientations; examine responses to specific questions of interest)	X (110)	X (110)	X (110)
Locally inserted items	(20)	(20)	(20)
Student information I (Obtain demographic information, educational and career aspirations, perceptions of academic preparedness)	X (13)	X (13)	X (17)
Types of activities pursued in this course (or major) (Obtain end of term reports of activities students pursued.	–	X (22)	X (22)
SECTIONS TO CHOOSE			
Feelings About Studying in course (or major) (Obtain profile of five goal attributes)	X (18)	–	X (18)
Expectations and study skills in course (or major) (Obtain two measures of self-confidence toward course)	X (18)	X (18)	X (18)
Student information II* (student satisfaction, personal information)	(7)	(6)	(9)
Locally inserted items	(15)	(15)	(15)

Notes: * Parts of the student information section are designated as optional modules in SGE-CR. It is assumed that this information may not be useful to all classroom instructors and may be considered intrusive by some students, especially those enrolled in small classes.

Table 4

Index of SGE Sections and Scales

Title of Section	Items	Consistency
GOALS IN ATTENDING COLLEGE SCALES:		
Prepare for career and/or graduate/professional school	6	.69
Acquire a general education	9	.83
Nondirected	4	.69
EDUCATIONAL PURPOSE (Each of the seven items represents a distinct belief about the purpose of college)	NA	NA
GOALS FOR SPECIFIC COURSE OR MAJOR		
SCALES: GENERAL ACADEMIC ORIENTATION		
Develop creativity	7	.85
Increase self-understanding	8	.86
Improve speaking skills	3	.78
Improve reasoning skills	11	.89
Develop a life philosophy	6	.81
Understand the world around me	8	.85
Work for social causes	7	.88
Develop scientific inquiry skills	5	.89
Prepare for a career	9	.91
Gain expertise	7	.84
Develop human relations	9	.89
Improve numerical ability	3	.92
Understand cultural diversity	5	.84
Value learning for its own sake	4	.69
Improve basic skills	4	.82
SCALES: SUBJECT-SPECIFIC GOALS		
English	15	.89
History	13	.90
Sociology	15	.89
Psychology	10	.86
Biology	11	.88
Mathematics	7	.85
Fine arts	12	.90
Romance languages	11	.86
Introductory business	13	.85
Universally endorsed	11	.85

Table 4 (continued)

Title of Section	Items	Consistency
FEELINGS ABOUT STUDYING (Optional in CR versions)		
SCALES:		
Goal time frame (long-range)	6	.75
Goal time frame (short-range)	3	.57
Goal clarity	3	.42
Goal source (expectations)	3	.59
Goal source (self)	3	.33
EXPECTATIONS AND STUDY SKILLS (Optional in CR versions)		
SCALES:		
Self-confident scholar	11	.81
Anxious student	7	.72
TYPES OF ACTIVITIES SCALES (Post-test versions only)		
SCALES:		
Relates and applies coursework	5	.79
Interacts about coursework	4	.72
Explores beyond assignments	4	.70
Concentrates on task	2	.71
VII. PREFERENCES FOR COURSE ORGANIZATION (Major field only)		
(Each of the seven items represents a distinct preference for course sequencing)	NA	NA

7. Scale Items and Interpretation

Results from two years of developmental work and two years of pilot study provide considerable evidence about the scales that we have derived from the SGE. Except as noted, we have been able to construct indices that have high internal consistency and seem to describe the dimensions of students' goals in college and selected courses rather well.

In this section we explain briefly the meaning of each of the SGE scales listed in Table 4. The actual items included on each scale are given in accompanying Tables 5-43.

Goals in Attending College

The first survey section poses 19 goals for attending college and asks students to indicate (on a scale of 1 = not important to 4 = essential) how important each is to them personally. In addition, for the IR versions, students are asked to supply their perceptions of the importance of these goals to their teachers. Our purposes here are to provide the academic leader or researcher with a multidimensional profile of the students' college goals and a rough measure of the congruence students perceive between their goals and the goals they believe their teachers have for them. It is not presumed that students will perceive their teachers' expectations accurately. Rather, it is important to recognize that perceptions of similarities or differences help determine the ways in which students approach a course. (For the Classroom Research Set we have omitted the students' perception of their teachers' goals, preferring that the instructor engage students in discussion of differences.)

In both IR and CR sets, users can add up to six college goals of their own choice to the list of 19.

From students' responses to the 19 items about their college goals, the three scales described below consistently emerge; the relevant items are listed in Tables 5-7. Students may strongly endorse more than one purpose. The pattern of student responses comprises the shaded box in Figure 1 labeled "college goal patterns."

College-Level Goal Scales

- *Prepare for Career and Graduate/Professional School:* Consists of six items that describe a career orientation. A concern for a better job, high income, and material comfort is evident. Students who endorse this scale strongly may choose to pursue these goals through employment immediately after graduation or they may enroll in graduate or professional school as a means to achieve their career goals.

- *Acquire General Education:* Reflects an interest in the intellectual offerings typical of traditional higher education. The nine items that make up the scale describe a desire for cultural knowledge and an interest in understanding the nature of an academic field.

- *Non-directed Scale:* Comprises four items that reveal no definite intellectual or career motivation for pursuing a college education. External motivations, friends, or other social reasons, are cited as reasons for attending college.

Table 5

Goals for Attending College Scales

SCALE: Prepare for Career and Graduate/Professional School
ALPHA RELIABILITY: .69

Consists of items that describe a career orientation. A concern for a better job, high income, and material comfort is evident. Students who endorse this scale strongly, may choose to pursue these goals through employment immediately after graduation, or they may enroll in graduate or professional school as a means to achieve their career goals.

Item Number	Item
1	To get a better job after college
3	To gain respect as an expert at something
9	To be able to make more money
10	To be able to have a successful career
13	To prepare for graduate or professional school
19	To improve one's social position

Table 6

Goals for Attending College Scales

SCALE: Acquire General Education
ALPHA RELIABILITY: .83

Reflects an interest in the intellectual offerings typical of traditional higher education. The nine items that make up the scale describe a desire for cultural knowledge and an interest in understanding the nature of an academic field.

Item Number	Item
2	To gain a general education
4	To improve study skills and reading habits
5	To prepare for a life of meaningful participation in society
7	To become a more cultured person
11	To understand how knowledge is developed
12	To learn more about interesting things
16	To become an informed citizen and voter
17	To develop creative talents
18	To prepare for a life of service to society

Table 7

Goals for Attending College Scales

SCALE: Non-Directed Scale
ALPHA RELIABILITY: .69

Comprises items that reveal no definite intellectual or career motivation for pursuing a college education. External motivations, friends, or other social reasons, are cited as reasons for attending college.

Item Number	Item
6	To get away from home
8	To provide something to do
14	To meet family expectations
15	To be with friends

A second section of the survey seeks student response to several statements describing broad purposes of attending college. Attempting to portray patterns of goals for attending college in a somewhat different way, these responses represent seven distinct orientations. In order of their appearance in the SGE, we use the following short-hand labels for these orientations or purposes: (1) social change; (2) effective thinking; (3) systematic instruction; (4) vocational orientation; (5) personal enrichment; (6) great ideas; (7) values clarification.

There are no right or wrong orientations toward college and students may strongly endorse more than one of these purposes. We have compared responses of introductory students and upper-class majors with an existing data bank of responses from a nationally representative sample of faculty members teaching these same courses. This comparison shows that students in all fields place more emphasis on the vocational purposes of college than do faculty members, but they do not necessarily endorse the other purposes less strongly as a result.

Goals in Taking This Course

In this section, the heart of the SGE, students keep a particular introductory course in mind as they answer (on a scale of 1 = not important to 4 = essential) whether each statement is a course goal for them. The list contains 110 possible course goals, most of which focus on aspects of academic or intellectual development. Users may add course goals of local interest.

Two sets of scales, giving different portraits of students' course goals and, hence, useful for different purposes, have been derived from these 110 goal items. We have called the two sets the Subject-Specific Goal Scales and the General Academic Orientation Scales. The General Academic Orientation Scales seem to have greatest promise as a multi-dimensional representation of the fuzzy box labeled "Course Goal Patterns" in Figure 1. The Subject-Specific Scales are more useful in comparing faculty and student goals for the same course.

Subject-Specific Goal Scales

The nine subject-specific scales contain items that characterize the goals of students majoring in a field, or those taking an introductory course in that field, or both. That is, we formed these scales by selecting items that students studying (or majoring in) a particular subject consistently endorsed more strongly than did students studying another subject. (See Appendix 2 for profiles that illustrate these differences.) Since we only included specific fields in the pilot tests, the number of these scales is limited. We encourage faculty members to develop others appropriate to their courses.

Because students (and faculty) in related disciplines often share common goals, some items are included in more than one scale. As a result, some scales are moderately positively correlated. For example, students studying sociology and psychology share some goals. In contrast, the subject-specific scales for students studying in sociology and mathematics courses have no items in common. A tenth scale, which we call the "strongly endorsed scale," includes a few goal items strongly endorsed by students regardless of the course in which they were enrolled. While there were many such goal statements in earlier versions of the SGE, we retained only a few to serve as a check on response patterns. The lists of items on each scale are shown in Tables 8-17.

Table 8

Subject-Specific Goals in Taking This Course

SCALE: Typically Endorsed by Students in English Courses
ALPHA RELIABILITY: .89

Item Number	Item
6	To improve my study skills
14	To become aware of different philosophies, cultures, and ways of life
19	To learn to organize my thoughts
24	To develop respect for and sensitivity to the views of others
25	To improve my writing abilities -- to develop clear, correct, and effective communication
29	To learn how things change over time
33	To find problems and solutions in literature and film that apply to my own life
62	To improve my reading skills
65	To develop my creative talents
83	To increase my power to persuade others
84	To improve my speaking abilities
85	To learn how to use library facilities and other information sources
91	To understand my own abilities and limitations
102	To be able to write an excellent technical report
107	To overcome hesitancy about expressing my views in public

Table 9

Subject-Specific Goals in Taking This Course

SCALE: Typically Endorsed by Students in History Courses
ALPHA RELIABILITY: .90

Item Number	Item
14	To become aware of different philosophies, cultures, and ways of life.
18	To develop a broader vision of the world
28	To understand events that people have tried to explain
29	To learn how things change over time
37	To understand the world around me
53	To understand the complexity of the world
60	To gain a global or international perspective
68	To help secure world peace
69	To understand the causes of war and peace
72	To learn how people have solved social problems
75	To develop leisure time interests
96	To understand how culture has developed
98	To learn how people govern themselves

Table 10

Subject-Specific Goals in Taking This Course

SCALE: Typically Endorsed by Students in Sociology Courses
ALPHA RELIABILITY: .89

Item Number	Item
14	To become aware of different philosophies, cultures, and ways of life
15	To learn appropriate social skills for different situations
18	To develop a broader vision of the world
24	To develop respect for and sensitivity to the views of others
27	To develop a philosophy of life
29	To learn how things change over time
36	To weigh and question the opinions of experts and authorities
38	To be able to make ethical and moral choices
48	To learn how to work for important causes
52	To interpret evidence
67	To develop closer relationships with others
68	To help secure world peace
72	To learn how people have solved social problems
76	To help improve gender and racial equality
80	To contribute to the improvement of human welfare

Table 11

Subject-Specific Goals in Taking This Course

SCALE: Typically Endorsed by Students in Psychology Courses
ALPHA RELIABILITY: .86

Item Number	Item
18	To develop a broader vision of the world
24	To develop respect for and sensitivity to the views of others
38	To be able to make ethical and moral choices
67	To develop closer relationships with others
71	To understand scientific principles and concepts
72	To learn how people have solved social problems
80	To contribute to the improvement of human welfare
86	To improve my ability to handle stress
89	To establish standards of behavior
100	To develop a personal philosophy related to my work

Table 12

Subject-Specific Goals in Taking This Course

SCALE: Typically Endorsed by Students in Biology Courses
ALPHA RELIABILITY: .88

Item Number	Item
29	To learn how things change over time
38	To be able to make ethical and moral choices
48	To learn how to work for important causes
70	To try to answer unsolved questions
71	To understand scientific principles and concepts
88	To investigate the unknown
90	To become aware of the consequences of new applications in science and technology
92	To develop keener awareness of my environment
97	To learn more about science
101	To understand how science has affected human life
103	To identify an appropriate career

Table 13

Subject-Specific Goals in Taking This Course

SCALE: Typically Endorsed by Students in Mathematics Courses
ALPHA RELIABILITY: .85

Item Number	Item
59	To learn to solve problems
63	To improve my skills in communicating by electronic means such as computers
71	To understand scientific principles and concepts
78	To learn to interpret numerical data
90	To become aware of the consequences of new applications in science and technology
104	To improve my mathematical skills
109	To improve my self-confidence in mathematics

Table 14

Subject-Specific Goals in Taking This Course

SCALE: Typically Endorsed by Students in Fine Arts Courses
ALPHA RELIABILITY: .90

Item Number	Item
13	To develop friendships and loyalties of lasting value
24	To develop respect for and sensitivity to the views of others
42	To use my imagination
65	To develop my creative talents
66	To enjoy works of art
67	To develop closer relationships with others
73	To have fun
75	To develop leisure time interests
77	To enjoy film
79	To create a composition, artistic work, or invention that no one has ever created before
99	To become a happy person
110	To enjoy music

Table 15

Subject-Specific Goals in Taking This Course

SCALE: Typically Endorsed by Students in Romance Language Courses
ALPHA RELIABILITY: .86

Item Number	Item
14	To become aware of different philosophies, cultures, and ways of life
15	To learn appropriate social skills
18	To develop a broader vision of the world
48	To learn to work for important causes
60	To gain a global or international perspective
72	To learn how people have solved social problems
75	To develop leisure time interests
80	To contribute to the improvement of human welfare
82	To promote international harmony
84	To improve my speaking abilities
96	To understand how culture has developed

Table 16

Subject-Specific Goals in Taking This Course

SCALE: Typically Endorsed by Students in Introductory Business Courses
ALPHA RELIABILITY: .89

Item Number	Item
4	To weigh alternatives when making decisions
8	To recognize broad principles when observing specific events
45	To understand current issues in this field
63	To improve my skills in communicating by electronic means such as computers
64	To become a knowledgeable consumer
74	To achieve job security
81	To establish important contacts for the future
83	To increase my power to persuade others
84	To improve my speaking abilities
93	To succeed in business
94	To develop my leadership abilities
103	To identify an appropriate career
105	To learn how to acquire power

Table 17

Subject-Specific Goals in Taking This Course

SCALE: Strongly Endorsed by Students in Most Courses
ALPHA RELIABILITY: .85

Item Number	Item
1	To build a record of achievement of which I can be proud
3	To enjoy learning for learning's sake
5	To see how different facts and ideas fit together
46	To understand specific facts in this field
47	To learn things that will stimulate me to learn more on my own
51	To gain information that will be useful after college in my family life
55	To be able to perform credibly in my chosen occupation
56	To learn to accept challenges
58	To gain information directly useful in my current or future career
61	To use the skills and abilities I have more effectively
87	To eventually become an expert in my chosen field

The Subject-Specific Scales will be most useful to classroom instructors or academic department chairpersons who are interested in examining the strength of student goals on the scale characteristic of their field, and perhaps some related scales or items they believe to be important. Since there are no right and wrong answers and no norms for the SGE, instructors may modify the scales we tentatively provide for their field. Instructors in fields that have not been included in the pilot testing may add items typical for their field and may discover which items in the current list are strongly endorsed by their students. They should also complete the parallel Faculty Perspectives Version to see which items they, as instructors, choose. Gradually, as the number of users expands, we will be able to add new scales that typify students in other introductory courses and majors.

General Academic Orientation Scales

We have also derived from the 110 course-level goals a set of 15 scales indicating the broad, general types of learning goals that students seem to bring to courses. These scales reflect the underlying patterns of association among these goals for students included in the introductory courses and majors used in the pilot studies. A student may espouse 15 separate orientations toward a specific course. Thus, in combination, these 15 scales present a multidimensional picture of students' goals for a course that we have labeled a "course goal pattern" in Figure 1. But the 15-scale profiles will be different for different courses. This is much more information than is provided in most goal profiles, which frequently focus on such simple dichotomies such as career orientation versus intrinsic desire for learning. However, care must be taken to remember that the profile applies only to the course for which a student is responding. The items on each scale are shown in Tables 18-32.

The General Academic Orientation scales will be useful to campus leaders and researchers who wish to describe students' orientations toward different disciplines in introductory courses and to examine how these orientations change over time. They may also prove useful in identifying groups of students taking an introductory course who have goals that are narrower than the instructor views as desirable.

The 15 General Academic Orientation scales are listed below. They are arranged in order beginning with the goal that varied most by discipline in our pilot tests (Develop creativity) and ending with the goal which was quite common in all disciplines (Improve basic skills.)

- *Develop creativity:* Taps students' desire to cultivate their aesthetic, artistic, and leisure interests.

- *Increase self-understanding:* Made up of goal items that reflect an interest in self-awareness. A desire to develop personal independence, self-worth, and an understanding of the student's abilities and limitations, are cited as reasons for taking a specific course.

- *Improve speaking skills:* Reflects a desire to develop confidence and expertise when communicating orally with either a group of people or an individual.

- *Improve reasoning skills:* Reflects a wish to develop a general ability to analyze, synthesize and organize knowledge.

- *Develop life philosophy:* Represents students' desire to develop a set of principles that will guide them through life.

- *Understand the world around me:* Endorsed by students who wish to understand the world from several different perspectives. The items included in this scale reflect concerns with biological, societal, and economic world issues.

- *Work for social causes:* Denotes both an interest in world issues and a desire to work for the improvement of world society.

- *Develop scientific inquiry skills:* Reflects a desire to understand the structure of knowledge in the sciences and the effects of scientific inquiry on the world.

- *Prepare for career:* Comprises items that reflect students' desire to apply their coursework to their current or eventual career or future position in society.

- *Gain expertise:* Implies student concern with mastering a specific body of knowledge in their course or field.

- *Develop human relations skills:* Delineates a desire to develop the skills needed for meaningful personal associations.

- *Improve numerical ability:* Indicates a concern with acquiring basic skills in mathematics.

- *Understand cultural diversity:* Reflects an interest in comparing the similarities and differences of various cultures.

- *Value learning for its own sake:* Represents a general interest in the intellectual offerings of a specific course or field.

- *Improve basic skills:* Indicates a concern for developing the skills necessary to succeed in college. Items denote a desire to improve reading, writing, and library skills.

Feelings About Studying in This Course
(Optional in CR versions where privacy may be a concern.)

The 18 items in this section were intended to assess several attributes of goals discussed in psychological literature but often ignored in educational research. These attributes include goal difficulty, goal time frame (long-range or short-term), goal clarity, and goal source (self or assigned by external source). Despite several trials, we have not been totally successful in developing unidimensional and reliable scales that tap all of these attributes the five current scales (shown in more detail in Tables 33-37) are:

- *Goal time frame (long-range):* Includes items that describe an intrinsic enjoyment of studying and learning in the course (or field) in question. A sense of satisfaction accompanies the studying process for students who endorse this scale.

- *Goal time frame (short-range):* Indicates a preference for short-term learning assignments of only moderate difficulty

- *Goal clarity:* Implies a preference for clear assignments and purposes.

- *Goal source (expectations):* Contains items that tap students' external motivation for completing study tasks.

- *Goal source (self):* Student believes he or she should set own goals in college and courses rather than accept goals originating with others.

Table 18

General Academic Orientation Scales

SCALE: Develop Creativity
ALPHA RELIABILITY: .85

Taps students' desire to cultivate their aesthetic, artistic and leisure interests.

Item Number	Item
65	To develop my creative talents
66	To enjoy works of art
73	To have fun
75	To develop leisure time interests
79	To create a composition, artistic work, or invention that no one has ever created before
77	To enjoy film
110	To enjoy music

Table 19

General Academic Orientation Scales

SCALE: Increase Self-Understanding
ALPHA RELIABILITY: .86

Made up of goal items that reflect an interest in self-awareness. A desire to develop personal independence, self-worth, and an understanding of the student's abilities and limitations, are cited as reasons for taking a specific course.

Item Number	Item
20	To develop personal independence
21	To learn skills that enrich my daily life
33	To find problems and solutions in literature and film that apply to my own life
41	To increase my self-confidence or sense of self-worth
42	To use my imagination
91	To understand my own abilities and limitations
99	To become a happy person
108	To understand my own interests

Table 20

General Academic Orientation Scales

SCALE: Improve Speaking Skills
ALPHA RELIABILITY: .78

Reflects a desire to develop confidence and expertise when communicating orally with either a group of people or an individual.

Item Number	Item
83	To increase my power to persuade others
84	To improve my speaking abilities
107	To overcome hesitancy about expressing my views in public

Table 21

General Academic Orientation Scales

SCALE: Improve Reasoning Skills
ALPHA RELIABILITY: .89

Reflects a wish to develop a general ability to analyze, synthesize and organize knowledge.

Item Number	Item
4	To weigh alternatives when making decisions
10	To improve my reasoning ability- to recognize assumptions, make logical inferences, and reach correct conclusions
11	To understand how scholars gain new knowledge or understanding
30	To develop the ability to see relationships, similarities, and differences among ideas.
31	To draw my own conclusions
32	To appreciate individuality and independence of thought and action
36	To weigh and question the opinions of experts and authorities
39	To predict specific events from broad principles
47	To learn things that will stimulate me to learn more on my own
49	To make effective decisions
52	To interpret evidence

Table 22

General Academic Orientation Scales

SCALE: Develop Life Philosophy
ALPHA RELIABILITY: .81

Represents students' desire to develop a set of principles that will guide them through life.

Item Number	Item
23	To develop the capacity to change as times change
27	To develop a philosophy of life
35	To become more broad-minded
38	To be able to make ethical and moral choices
43	To develop a capacity for self-evaluation
100	To develop a personal philosophy related to my work

Table 23

General Academic Orientation Scales

SCALE: Understand the World Around Me
ALPHA RELIABILITY: .85

Endorsed by students who wish to understand the world from several different perspectives. The items included in this scale reflect concerns with biological, societal, and economic world issues.

Item Number	Item
26	To become better informed as a citizen
28	To understand events that people have tried to explain
29	To learn how things change over time
34	To understand how humans have learned to cope with nature
37	To understand the world around me
48	To learn how to work for important causes
50	To be able to debate both sides of an issue effectively
53	To understand the complexity of the world

Table 24

General Academic Orientation Scales

SCALE: Work for Social Causes
ALPHA RELIABILITY: .88

Denotes both an interest in world issues and a desire to work for the improvement of world society.

Item Number	Item
68	To help secure world peace
69	To understand the causes of war and peace
72	To learn how people have solved social problems
76	To help improve gender and racial equality
80	To contribute to the improvement of human welfare
82	To promote international harmony
92	To develop keener awareness of my environment

Table 25

General Academic Orientation Scales

SCALE: Develop Scientific Inquiry Skills
ALPHA RELIABILITY: .89

Reflects a desire to understand the structure of knowledge in the sciences and the effects of scientific inquiry on the world.

Item Number	Item
70	To try to answer unsolved questions
71	To understand scientific principles and concepts
90	To become aware of the consequences of new application in science and technology
97	To learn more about science
101	To understand how science has affected human life

Table 26

General Academic Orientation Scales

SCALE: Prepare for Career
ALPHA RELIABILITY: .91

Comprised of items that reflect students' desire to apply their coursework to their current or eventual career or future position in society.

Item Number	Item
54	To achieve social status or prestige
63	To improve my skills in communicating by electronic means such as computers
64	To become a knowledgeable consumer
74	To achieve job security
81	To establish important contacts for the future
93	To succeed in business
94	To develop my leadership abilities
95	To acquire greater decision-making responsibility in my job
105	To learn how to acquire power

Table 27

General Academic Orientation Scales

SCALE: Gain Expertise
ALPHA RELIABILITY: .84

Implies student concern with mastering a specific body of knowledge in their course or field.

Item Number	Item
45	To understand current issues in this field
46	To understand specific facts in this field
51	To gain information that will be useful after college in my family life
55	To be able to perform credibly in my chosen occupation
58	To gain information directly useful in my current or future career
61	To use the skills and abilities I have more effectively
87	To eventually become an expert in my chosen field

Table 28

General Academic Orientation Scales

SCALE: Develop Human Relations Skills
ALPHA RELIABILITY: .89

Delineates a desire to develop the skills needed for meaningful personal associations.

Item Number	Item
7	To learn to get along with different kinds of people
12	To prepare for a life of service to others
13	To develop friendships and loyalties of lasting value
15	To learn appropriate social skills for different occasions
16	To develop the ability to work well with others in a group
22	To listen effectively to what others are saying
24	To develop respect for and sensitivity to the views of others
44	To help others who need my skills or services
67	To develop closer relationships with others

Table 29

General Academic Orientation Scales

SCALE: Improve Numerical Ability
ALPHA RELIABILITY: .92

Indicates a concern with acquiring basic skills in mathematics.

Item Number	Item
78	To learn to interpret numerical data
104	To improve my mathematical skills
109	To improve my self-confidence in mathematics

Table 30

General Academic Orientation Scales

SCALE: Understand Cultural Diversity
ALPHA RELIABILITY: .84

Reflects an interest in comparing the similarities and differences of various cultures.

Item Number	Item
14	To become aware of different philosophies, cultures, and ways of life.
18	To develop a broader vision of the world
60	To gain a global or international perspective
96	To understand how culture has developed
98	To learn how people govern themselves

Table 31

General Academic Orientation Scales

SCALE: Value Learning For Its Own Sake
ALPHA RELIABILITY: .69

Represents a general interest in the intellectual offerings of a specific course or field.

Item Number	Item
2	To discover new ways of seeing and doing things
3	To enjoy learning for learning's sake
5	To see how different facts and ideas fit together
106	To explore the world of ideas

Table 32

General Academic Orientation Scales

SCALE: Improve Basic Skills
ALPHA RELIABILITY: .82

Indicates a concern for developing the skills necessary to succeed in college. Items denote a desire to improve reading, writing, and library skills.

Item Number	Item
25	To develop my writing abilities- to develop clear, correct and effective communication
62	To improve my reading skills
85	To learn how to use library facilities and other informational sources
102	To be able to write an excellent technical report

Table 33

Feelings About Studying in This Course

SCALE: Goal Time Frame (long-range)
ALPHA RELIABILITY: .75

Includes items that describe an intrinsic enjoyment of studying and learning in the course (or field) in question. A sense of satisfaction accompanies the studying process for students who endorse this scale.

Item Number	Item
1	In the long run, study in this field will help me to get ahead in the world
2	When I complete a learning activity I usually get a sense of satisfaction
3	In this course, setting long-range goals is important
4	I complete daily learning tasks primarily because I enjoy them
15	I find learning in this field is very exciting and challenging
16	I like to plan my learning activities over a long time frame so they will fit together

Table 34

Feelings About Studying in This Course

SCALE: Goal Time Frame (short-range)
ALPHA RELIABILITY: .57

Indicates a preference for short-term learning assignments of only moderate difficulty

Item Number	Item
9	I prefer to set short-range goals so that I can get a sense of satisfaction and achievement
11	I would rather tackle easy problems than difficult ones
14	If I sense I can't achieve a goal, I'd rather set one that is easier to reach

Table 35

Feelings About Studying in This Course

SCALE: Goal Clarity
ALPHA RELIABILITY: .42

Implies a preference to have clarity about assignments and the purposes they are expected to achieve.

Item Number	Item
7	I feel obliged to work hard only if I can see the importance of the task
8	I learn best when my instructor makes it clear what the goals of each assignment are
13	I learn best if I see a direct relation between my assignments and my long range goals

Table 36

Feelings About Studying in This Course

SCALE: Goal Source (Expectations)
ALPHA RELIABILITY: .59

Contains items that tap students' external motivation for completing study tasks.

Item Number	Item
5	I should complete what is expected of a person of my capability
6	I would work hard to get good grades even if I didn't like the coursework
12	Even when study materials are dull and uninteresting, I believe I should keep working until I am finished

Table 37

Feelings About Studying in This Course

SCALE: Goal Source (Self)
ALPHA RELIABILITY: .33

Student believes he or she should set own goals in college and courses rather than accept goals originating with others.

Item Number	Item
10	I believe I should set my own goals rather than accept someone else's goals for me
17	I seldom need to seek advice about what my goals should be
18	Deciding what topics I study should be my own choice rather than my instructor's choice

Expectations and Study Skills in This Course
(Optional in CR versions where privacy may be a concern.)

The items included in this section of the SGE were drawn from various pilot versions of NCRIPTAL's Motivated Strategies for Learning Questionnaire (Pintrich et al., 1989). The selected items were intended to assess students' self-confidence (or anxiety) about the target course, their expectations of success, their use of organizing learning strategies, their diligence when studying, and their desire to achieve independence in learning activities. Note that these and related ideas are included in our theoretical framework as outlined in Figure 1. We found two underlying scales: one includes both student confidence and types of study habits, and the other only confidence (lack of). We have called these the "Levels of Confidence" Scales (Tables 38-39). They seem to describe "self-efficacy" for this course, as well as learning strategies in use.

- *Self-Confident Scholar:* Includes items that tap students' confidence in their own ability to succeed in the course. The study habits students report using in this scale typically focus on integrating material, thus the term "scholar."

- *Anxious Student:* Endorsed strongly by students who report diligent study but seem to believe they have not yet mastered the art of being a successful student. A focus on the possibility of failure, rather than success, is linked with detail-oriented study habits.

Types of Activities Pursued in This Course

These 21 items, describing activities students report having pursued during the course (or major), are used only in post-test or major field versions (IR-2, IR-M, CR-2, CR-M) when students can legitimately report their recent class-related activities. The items are modeled on early items tested by C. Robert Pace as he developed the College Experience Questionnaire, now known informally as the "Quality of Effort" Scales (1975, 1987). Although Pace's measures of student effort refer to the entire college experience, we ask the students to report effort in a specific course. Used in this way, the activities reported will reflect course assignments and the nature of the field as well as student effort. In our theoretical framework, Figure 1, these scales are represented by the box labeled "Student Effort."

Four derived scales that group similar types of course activity are described below and the items on each are shown in Tables 40-43.

- *Relates and applies coursework:* This scale taps students' inclination to focus on integrating what is learned in a class (or major) with other courses or life situations. The scale also describes learning activities that focus on integration and concept-learning rather than memorization.

- *Interacts about coursework:* This scale is not always distinct for individual courses but it does describe activities pursued by students reporting about their major field. The types of activities it represents point to an integration of students' academic and social lives.

- *Explores beyond assignments:* This scale consists of items that describe intellectual activities extending beyond the assignments of a particular course or major. These activities portray students who have become excited about a particular field of study.

- *Concentrates on task:* This set of items describes study activities that continue for an extended period of time.

Preferences for Course Organization
(Major Versions IR-M and CR-M only)

These seven statements, based on the work of Posner and Strike (1976), describe students' preferences for how material taught in courses should be organized. They are not included in the framework in Figure 1. Rather, these items are experimental. We hope to gain some knowledge of how students' preferences emerge as they reach advanced stages in their education. Because of their complexity and the difficulty beginning students have in interpreting them, we have included them only in the surveys to be used with upper-class majors (Versions IR-M and CR-M). For faculty, we have found that particular modes of course organization are linked to views of the discipline and beliefs about the purpose of education. We have little information as yet about how students respond to these statements but we presume that students majoring in a field may become socialized to think like the faculty teaching in that field.

Student Information

In addition to standard demographic information, this part of the SGE seeks information about students' educational and career aspirations, perceptions of their preparedness for college, certainty about educational and career goals, and satisfaction with college. These items may be used to estimate "college expectancy," "course expectancy," and self-assessment of preparation as shown in Figure 1. As noted earlier, for the Classroom Research versions, some personal questions are in an optional section. The extent to which these items are used will depend largely on the purposes the user has in mind and the extent to which it makes sense to examine responses of subgroups of students.

Addition of Local Items and Using the Item Pool

The SGE was constructed from an extensive pool of items gathered from many sources. During development, most items that were answered in a uniformly positive or a uniformly negative way by most students were discarded, since they provided little information helpful to teachers or researchers in understanding course goals of different groups of students. The retained items were those that best differentiated among students taking very different types of courses and majors. As a consequence, the SGE does not include all the reasons why students may be taking a course, or all the reasons their teachers might hope they would hold.

In addition, originally, many items referring to personal and social goals of students were included in the SGE. Students who were asked about goals they hoped to achieve in a given course, however, seldom saw these personal and social goals as relevant. Therefore, the goal items retained in the SGE are mostly of the type one would call academic, intellectual or vocational. For these reasons, we encourage faculty members or researchers to add suitable local items, possibly drawing as well from the pool of items we decided not to include, which is in Appendix 3.

Table 38

Expectations and Study Skills in This Course

SCALE: Self-Confident Scholar
ALPHA RELIABILITY: .81

Includes items that tap students' confidence in their own ability to succeed in the course. The study habits students report using in this scale typically focus on integrating material, thus the term "scholar".

Item Number	Item
5	When I study new material, I often skim it to see how it is organized
6	When I study for exams I integrate information from different sources, such as lectures, reading, and discussions
7	When reading I try to relate the material to what I already know
8	I begin with course material but develop my own ideas about the topics
9	I believe I will receive an excellent grade
10	When I study a topic, I try to make everything fit together
11	I am confident that I can learn the basic concepts
12	I'm certain that my own ability will result in my being successful
13	When having difficulty recalling something, I make an effort to recall something else that might be related to it
15	I prefer learning activities that are challenging or arouse my curiosity even if they are difficult
18	If I want to get a good grade, it depends on what I do

Table 39

Expectations and Study Skills in This Course

SCALE: Anxious Student
ALPHA RELIABILITY: .72

Endorsed strongly by students who report diligent study but seem to believe they have not yet mastered the art of being a successful student. A focus on the possibility of failure, rather than success, is not related to integrative study strategies, but may focus more on details.

Item Number	Item
1	When I take tests I think of the consequences of failing
2	I have difficulty identifying the most important points in my reading
3	I seldom ask my instructor to clarify concepts that I don't understand well
4	When I take a test I think about items on other parts of the test I can't answer
14	I often find that I read assignments but don't know what they are all about
16	It is sometimes hard for me to go on with my work if I am not encouraged
17	When coursework is difficult, I either give up or study only the easy parts

Table 40

Types of Activities Pursued in This Course

SCALE: Relates and Applies Coursework
ALPHA RELIABILITY: .79

This scale taps students' inclination to focus on integrating what is learned in a class (or major) with other courses or life situations. The scale also describes learning activities that focus on integration and concept-learning rather than memorization.

Item Number	Item
4	I thought about applications of the material to other situations
7	I looked for some basic organization in course materials
14	I tried to see how different facts and ideas fit together
20	I tried to relate the material to ideas and experiences of my own
22	I related what I learned in this field to my other courses

Table 41

Types of Activities Pursued in This Course

SCALE: Interacts About Coursework
ALPHA RELIABILITY: .72

This scale is not always distinct for courses but it is so for students reporting about their major field. The types of activities it represents point to an integration of students' academic and social lives.

Item Number	Item
5	I discussed the subject matter of this field with other students for an hour or longer
11	I told friends about the interesting materials or ideas in this field
16	I helped another student with coursework
17	I recommended this field to other students

Table 42

Types of Activities Pursued in This Course

SCALE: Explores Beyond Assignments
ALPHA RELIABILITY: .70

This scale consists of items that describe intellectual activities extending beyond the assignments of a particular course or major. These activities portray students who have become excited about a particular field of study.

Item Number	Item
1	I read a book related to this field that was not an assigned reading
10	I participated in a research project related to this field
15	I read newspaper items related to coursework
19	I spent five hours or more looking up references in the library and taking notes related to coursework

Table 43

Types of Activities Pursued in This Course

SCALE: Concentrates On Task
ALPHA RELIABILITY: .71

Describes study activities that continue for an extended period of time.

Item Number	Item
6	I spent a concentrated period of time--three hours or longer without interruption--studying in this field
13	I studied at least four hours or longer on coursework during the weekend

SECTION II. USING THE SGE FOR CLASSROOM RESEARCH

1. Using the SGE in Classrooms and Programs

This section of the User's Guide is written for faculty members or academic program chairpersons who seek to improve the educational process by understanding students' goals. Faculty members who use the SGE for classroom research in the ways described here need no special expertise in test administration, research methods, or statistics. The information provided by the Student Goals Exploration is helpful to classroom instructors and academic administrators because the SGE ascertains students' goals for specific courses and majors. The group responses may be interpreted and discussed by both students and faculty members directly and openly.

Here we describe several classroom and program level uses of the SGE, suggest ways to administer the SGE for these purposes, and provide simple methods of scoring student responses so that the results can be used promptly. All possible uses are not suggested here; individual faculty members may develop other uses to suit their needs. Users who wish to know more about how the SGE was developed, study the wide range of its assessment uses, or learn the technical properties of its scales, should also read the SGE User's Guide for Institutional Researchers, including the section on Technical Information.

2. Classroom Research Versions of the SGE

There are three versions of the SGE within the Classroom Research Set:

Classroom Research-1 [Beginning of Course (CR-1) Version]. This version examines goals that students bring to their college courses. It should be administered during the first week or two of a course when enrollment has stabilized. Originally designed for introductory courses, the SGE-CR-1 can also be used for intermediate courses. However, instructors using the SGE in intermediate or advanced courses may wish to supply more goal items specific to the field. (See page 45 for instructions).

Classroom Research-2 [End of Course (CR-2) Version]. This version examines students' goals as they complete college courses. When used in tandem with Version CR-1, changes in magnitude and direction of goals during a term may be examined. Research on the first year of college suggests that students may experience much goal change during the first semester or year of study. SGE-CR-2 should be used close to the end of the term but before students are preoccupied with preparing for examinations.

Major Field (CR-M) Version. This version examines goals that students hope to achieve in their chosen major. When used in conjunction with SGE-CR-1, it can show changes in magnitude and direction of goals for the same discipline over time in college. Faculty in particular departments may wish to add specific items.

Faculty Perspective Version. This separate listing of possible course goals makes it convenient for faculty members to record their own course goals and compare them with those of students.

3. Examples of SGE Uses

Faculty members can use the SGE for varied purposes. Below, we discuss a few examples briefly, and indicate the appropriate SGE Version(s) to use.

1. *Purpose*: To help instructors obtain information about the course goals of their students.

   Version: SGE-CR-1

   Discussion: Many faculty members wish to design classroom activities or choose lecture examples that relate to their students' goals. Such instructional plans often make the subject matter more meaningful to students and increase their motivation to learn. Furthermore, faculty members may hope to encourage students to develop goals they do not initially hold for the course. Administering the SGE early in the term will help faculty members identify both the goals students bring to the course, and the goals they don't have that the instructor considers desirable.

The instructor may compare the goals of student sub-groups based on one or more of the student information questions or attitude scales included in the SGE. For example: Do the course (or major) goals of students who feel they were well prepared for the course differ from those who view their prior preparation as weak? Do the goals of older students differ from younger students? What about those who feel certain about their future career path compared with those who are uncertain? How about those students taking a required course who plan to major in a very different field? Do students who have had previous work in the same subject have different goals from those who are new to the field?

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2. *Purpose:* To provide a basis for class discussion of the congruence between instructor's and students' goals.

   Version: SGE-CR-1; Faculty Perspective Version

   Discussion: Psychologists, educational researchers and experienced college teachers agree that students learn better if the instructor's goals and expectations are communicated to them clearly. Students also learn better in settings where their own views are valued. Thus, classroom atmosphere may be improved if communication about goals flows from student to instructor as well as from instructor to student. Instructors and students who recognize discrepancies between their goals can work toward the convergence of the two sets of goals. To achieve this, both students and instructor should complete the SGE early in the course and then hold a discussion about goals based on tabulations or profiles the instructor constructs for the group. We have provided a separate SGE "Faculty Perspective" survey for convenience.

3. *Purpose:* To examine how students' goals change as they advance through their studies.

   Version:
   - SGE-CR-1 and SGE-CR-2 to compare student responses at beginning and end of a course
   - SGE-CR-1 and CR-M to compare introductory course students with those who decide to major in the field
   - SGE-CR-M (time 1) and CR-M (time 2) for tracking the goal changes of majors in the field

   Discussion: Since most faculty members hope that students will develop greater interest in and appreciation for their discipline, they view such goal changes as desirable educational outcomes for students. By administering the SGE to the same students at two points in time, instructors can determine whether the direction and magnitude of goal change for the group are consistent with program objectives. Of course, care must be taken to compare only the same students at the two points in time; goals of a group may appear to have changed if those who dropped out or those who joined belatedly are included in the comparison.

4. *Purpose:* To improve student self-awareness by presenting goal profiles of current students.

   Version: SGE-CR-1, SGE-CR-2 or SGE-CR-M

   Discussion: Students who are considering an academic major often ask themselves: "Am I like other students who major in this field?" "Is this a program where I am likely to fit in?" "Do I have the interest and motivation it takes to succeed in this subject?" Although the SGE is not designed to be a counseling tool for individual students, a beginning student can gain insights by privately comparing his or her goal profile with goal profiles of students already majoring in the program, as developed and made available by the faculty. Instructors or academic leaders who suggest using the SGE in this way should stress that there are no "right or wrong" goals and that particular goal patterns may not predict success in the discipline.

5. *Purpose:* To consider possible adjustments in academic programs that better recognize and fulfill the goals of current students.

   Version: For introductory courses, SGE-CR-1 or SGE-CR-2
   For majors, SGE-CR-M

   Discussion: An academic committee can compare a goal profile of student majors or prospective majors with a department's curriculum plan. For example, as students take increasingly advanced courses in the major, which of their goals do not seem to be addressed in the sequence of courses? Which attitudes toward study in the major field might become more positive if curriculum adjustments were made? Is there need for an orientation course to help students establish workable goals for their upper-division work, or a capstone course to help them relate what they have learned to the next steps in their education or career? Such comparisons may reveal curricular gaps related to particular goals of students.

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6. *Purpose*: To examine how student goal patterns affect achievement of educational outcomes.

   Version: SGE-CR-1 or SGE-CR-M; Faculty Perspective Version
   Discussion: Just as students who have a strong desire to take a course may evaluate the instructor more favorably, students who have course or major goals most like those of their instructors may give more effort to academic tasks, thus enhancing achievement. Using the SGE, instructors may compare the achievement of groups of students whose goals are initially most and least like their own. If there are differences in achievement, the instructional task is to decide how to improve the effort of those students who are least often motivated by goals of their teachers. Of course, academic achievement is not the only desirable student outcome that could be used here as a success measure. Note for example, that in Figure 1 we refer to the students' goal attainment rather than academic achievement, which may or may not be the student's original goal. Other measures might include enjoyment of a field of study, facility with particular types of course assignments, or decisions to major in the field.

4. Choosing Appropriate SGE Sections

For the purposes we have suggested, most classroom instructors will want to use the SGE-CR sections entitled: Goals for Attending College, Goals for This Course (or major), and Student Information. The Student Information Section will provide sufficient information for most classroom subgroup comparisons, such as examining students by age, gender, ethnicity, or academic preparation. Student ID numbers are needed for classroom research uses of the SGE only if the instructor plans to follow with a post-test version such as CR-2 or CR-M, or to match the goals information with other information such as course grades.

In some settings, students may be concerned about answering questions they judge to be too self-revealing or invasive. For example, if their Student ID Number or another means of identification is requested, or if the class is small, students may not reveal their trepidations about studying in the course or their expectations of success. To gain accurate information about the types of study habits students employ in the class and the levels of confidence they have as students, and their expectations of success, the instructor may wish to administer some sections of SGE-CR anonymously. Or, the instructor may simply wish to omit these sections. To give the instructor a choice, we have placed some of the SGE-CR sections last in the survey. We have indicated in the student's instructions that their teacher will tell them whether to complete the final sections of the SGE-CR. The sections from which the instructor may select in the SGE-CR-1 are: "Feelings about Studying in This Course," "Expectations and Study Skills in this Course," "Student Information II." The questions in "Student Information II" are important if the instructor desires to gain information about student satisfaction and related matters or to test some part of the theoretical framework in Figure 1, but they are slightly more personal than those in Student Information I.

For the SGE-CR-2, the sections can be selected in the same manner as in the SGE-CR-1. Since SGE-CR-2 is intended to be administered at the end of the term, students may then have fewer objections to completing some of the more sensitive sections of the SGE. By using these sections, instructors can gain considerable information about students' enthusiasm for course activities. This end-of-course information is useful even if the same sections of the SGE-CR-1 were not used at the beginning of the term. The section entitled "Types of Activities Pursued in this Course" is an additional choice in SGE-CR-2. Students seldom consider the questions in "Types of Activities" intrusive and their answers are particularly useful for instructors who want to consider adjustments in their instructional activities. However, if students believe their grade will be influenced, they may not answer this section accurately. If this is likely to happen, instructors could consider asking students to return this portion of the SGE by mail after grades are issued. Using the mail, however, precludes class discussion about why they did or did not pursue various types of activities. Such a discussion may be particularly valuable to the teacher who wishes to learn what motivates students to carry out or avoid certain course-related activities.

For the SGE-CR-M, "Types of Activities Pursued in this Major" is a regular SGE section since students typically are reporting on activities they pursued in several courses in the major, not a single course. The other choices of sections mentioned for CR-1 and CR-2 are also available in CR-M.

Instructors must consider carefully the trade-offs between ensuring student anonymity and reducing response rates by asking students to complete sections to which they may object. If a longitudinal study using both CR-1 and CR-2 (and/or CR-M) is planned, some specified six-digit identification number known only to the student, for example the month, day and year of birth, may be used to match the two versions. Do not suggest numbers such as house or phone numbers that change frequently for students.

Clearly, when selecting the type and amount of information to collect with the SGE, instructors must consider the amount of trust between them and their students. The students must know that candid answers will result in respect for their views and will provide assistance in learning, not penalties. Such candor is most likely to take place if the SGE purposes are discussed with students. One could, for example, ask a representative committee of students to review the sections of the SGE in advance for their reaction. The instructor should feel free to say to the class "We will ask you to complete this instrument again near the end of the class because it is important to know if your views have changed."

5. Adding Goal Items

Classroom instructors (or department committees) considering using the SGE should complete the Faculty Perspective Version first, identifying the goals that are important for their students to endorse. Instructors should next specify any important goals for their class (or department) that are not on the SGE and distribute them to students on a separate sheet. These goal items should be concise, concrete, include only one concept, and allow students to respond on the same scale provided for similar items in the SGE. Number them to correspond to the blank spaces provided for local items. Students should answer them on the scales provided for this purpose that directly follow each appropriate section. Space is provided for adding six college goal items, 20 course or major goal items, and 15 student information questions.

When deciding whether to add items, recall the following about the course goal items in the SGE:

- The goal items were pilot-tested primarily in introductory courses. For more advanced or specialized courses, the instructor may wish to add some items.

- Many laudable goals were not included in the SGE simply because everyone agrees they are laudable. If an instructor believes they may be especially important to discuss with his/her students, the items should be selected and added.

- Many valued personal and social goals are not in the SGE because students did not view them as goals for specific courses. When the instructor believes such goals are legitimate aims of the course, they should be added.

- In constructing the SGE, we tried to choose the clearest items among those with similar meanings, those important to both students and faculty members, and those that distinguished among goals for different disciplines. Items we decided not to use are in Appendix 3. Some instructors may find it worthwhile to add these items if discussing them will help students understand the language of the discipline. To illustrate, the meaning of "problem-solving" and "critical thinking" may differ in different fields. The instructor may desire to use one specific form of these ideas.

- Finally, we encourage instructors to ask students to suggest goal items for response. This exercise provokes thought about the reasons students are enrolled in a course and will be particularly useful in disciplines for which the SGE has been not been pilot-tested.

6. Administering the SGE

The SGE-CR takes about 30 minutes for students to complete; slightly longer if the optional sections are used. Student responses can be recorded directly on the survey. There is no time limit on the completion of the SGE but the instructions indicate the student should work fairly rapidly in order to avoid reading too many nuances into the goal items.

We suggest that the SGE-CR be administered and discussed during class time. Even if the instructor only plans to get a profile of students goals, it is important that the students know their teacher is sufficiently interested to spend some class time on the exercise. If the intent is to clarify the instructor's goals for students or to engage in a discussion of goal congruence, class time should also be scheduled for this activity. If a pre-test (CR-1) and a post-test (CR-2 or CR-M) are planned, collecting information in class may ensure that each students responds independently.

The SGE-CR-1 should be administered after the first class session is over and, if a longitudinal study is planned, after the course roster has stabilized. Perhaps the third or fourth class meeting is ideal, but no later than the third week of classes in a 15-week semester. Then, when SGE-CR-2 is used as a post-test, we suggest that students complete it near the end of the regular term.

On the other hand, if the purpose of administering the SGE-CR-1 is to discuss goals with the students, any time during the semester can be chosen. Midway in the term might be a time to say, "Let's talk about whether our purposes for being here are getting achieved."

The instructor may be particularly interested in the goals students hold for the course *after* he or she has discussed and illustrated the intended outcomes of the course during a few sessions. Giving the SGE-CR-1 after a week or so may help the instructor know how clearly the messages are being heard.

Students majoring in a field may complete the SGE-CR-M at anytime. For longitudinal use, we suggest one administration after students officially enter the major and a second near graduation.

When giving students instructions for the SGE, be sure that they understand that they are to respond to either their college goals or their goals for a specific course when answering most questions on the SGE. Since students may forget they are answering the SGE for a specific course, we have inserted periodic reminders to do so throughout the CR-1 and CR-2. Also be sure and tell students if they are to complete the "instructor's choice" sections described earlier.

If asked by students, instructors should not interpret particular items on the SGE for students. Rather, if questions of interpretation are asked, he or she should say that the survey is designed to find out what the item means to students or mention that time for discussion will be provided.

7. Scoring the SGE

We believe that the SGE will be most useful in classroom research if instructors discuss group goal profiles with the class rather promptly. Therefore, local scoring is appropriate. We suggest some easy ways to score the SGE. Although we haven't developed a machine scoring system for this field-test version of the SGE, it is possible to use a locally available scoring system. In Appendix 1 we have included computer scoring instructions in case a group of faculty members, assisted by a researcher, desires to use them. We assume most classroom instructors will prefer one of the simpler scoring methods which follow.

Percentage of Response

The simplest and most familiar way to tabulate student responses and "eyeball the data" is to calculate the percentage of students who respond at the extremes of the SGE scales, marking a particular goal as either "essential" or "not at all important." This will immediately pinpoint goals that substantial numbers of students feel are strongly relevant or irrelevant to the course.

A second useful method is to calculate the percentage who responded *either* "essential" *or* "important," then arrange the items in order from most important to least important.

Either of these methods will provide substance for discussion. Depending on the situation, class discussion can focus on the most important goal, on the least important ones, or on the reasons why some students feel differently about those ranked neither high nor low by the groups. We have no rule of thumb to offer about what percentage of the students *should* believe a goal important; this will depend upon the situation.

Mean Scores on Scales

We suggest that most instructors calculate and examine the class responses to the most pertinent of the 17 SGE scales derived from the course goal items. The 17 include the 15 General Academic Orientation Scales, the Subject-Specific Scale for the field (or one closely related of the instructor's choosing), and the Strongly Endorsed Scale. There are no norms for these scales; they simply provide a scheme for grouping SGE items in a way that fosters interpretation and discussion. Which of the General Academic Orientation scales are most relevant will depend upon the subject and class level, as well as the college mission and the instructor's intent. Once the scale scores are calculated, it is equally instructive to examine the scores of particular items on the scale.

In Tables 5-43 (Section I of this report), we have put the SGE item numbers with the SGE scales that we have devised. We have also summarized the items numbers for each scale in a more concise form in Tables 44-49.

To calculate scale means for each student, simply average the values of the responses to each item on the scale (values range from 1 to 4) and divide by the actual number of items summed. As with the item scores, the mean scores for the scales will range from 1-4. In Tables 44-49, we suggest the maximum number of missing responses that should be permitted to obtain a meaningful score for each scale. If a student has omitted more than this number of items, no score should be calculated. To obtain the class mean (or a mean for a subgroup of the class) add the scale scores of each student and divide by the number of students. An example is shown below in Table 50. As can be seen in the example, arraying the student responses as a matrix also allows direct calculation of the mean scores on each item for the class. We suggest that the mean score per item not be calculated if more than 10% of the class has omitted responses to the item. (Instead, during the discussion find out why the students have omitted the item.)

8. Developing a Class Profile

As we mentioned earlier, the current SGE scales do not include all appropriate (or less appropriate) goals that students or instructors might hold for a course. But the scales serve as a convenient starting point for interpretation because they group related items in a meaningful manner. The scales have been shown to have high internal consistency. That is, students tend to answer most items on a scale similarly. Thus, if some items on a scale are answered in a quite different way by a particular class of students, one might seek to discover the reason.

Since lists of numbers (like scale means) tend to take on artificial mathematical precision we suggest that profile graphs of the class responses are the best way to display the data. The means (ranging from 1 to 4) for the various General Academic Orientation Scales may be displayed on a grid as shown in the illustrations below, Figure 2. In Figure 2, we have shown two similar profiles for sociology and psychology courses and two dissimilar profiles for math and English courses. Note that lines connecting the points are technically incorrect but help to show the differences in the response patterns.

Table 44

Summary of Items on Goals for Attending College Scales

Scale	Items Contained on Scale	Number of Items Needed to Calculate Scale
Prepare for Career and Graduate/ Professional School	1,3,9,10,13,19	5
Acquire General Education	2,4,5,7,11,12,16,17,18	7
Nondirected	6,8,14,15	3

Table 45

Summary of Items on Subject-Specific Goal Scales

Scale	Items Contained on Scale	Number of Items Needed to Calculate Scale
English	6,14,19,24,25,29,33,62,65,83,84,85,91,102,107	12
History	14,18,28,29,37,53,60,68,69,72,75,96,98	10
Sociology	14,15,18,24,27,29,36,38,48,52,67,68,72,76,80	12
Psychology	18,24,38,67,71,72,80,86,89,100	7
Biology	29,38,48,70,71,88,90,92,97,101,103	8
Mathematics	59,63,71,78,90,104,109	5
Fine Arts	13,24,42,65,66,67,73,75,77,79,99,110	8
Romance Languages	14,15,18,48,60,72,75,80,82,84,96	8
Business	4,8,45,63,64,74,81,83,84,93,94,103,105	10
Strongly Endorsed	1,3,5,46,47,51,55,56,58,61,87	8

Table 46

Summary of Items on General Academic Orientation Scales

Scale	Items Contained on Scale	Number of Items Needed to Calculate Scale
Develop Creativity	65,66,73,75,79,77,110	6
Increase Self-Understanding	20,21,33,41,42,91,99,108	6
Improve Speaking Skills	83,84,107	2
Improve Reasoning Skills	4,10,11,30,31,32,36,39,47,49,52	8
Develop Life Philosophy	23,27,35,38,43,100	4
Understand the World Around Me	26,28,29,34,37,48,50,53	6
Work for Social Causes	68,69,72,76,80,82,92	5
Develop Scientific Inquiry Skills	70,71,90,97,101	4
Prepare for Career	54,63,64,74,81,93,94,95,105	7
Gain Expertise	45,46,51,55,58,61,87	5
Develop Human Relations Skills	7,12,13,15,16,22,24,44,67	7
Improve Numerical Ability	78,109,140	2
Value Learning for Its Own Sake	2,3,5,106	3
Understand Cultural Diversity	14,18,60,96,98	4
Improve Basic Skills	25,62,85,102	3

Table 47

Summary of Items on Feelings About Studying in This Course/Major Scales

Scale	Items Contained on Scale	Number of Items Needed to Calculate Scale
Goal Time Frame (long range)	1,2,3,4,15,16	4
Goal Time Frame (short range)	9,11,14	2
Goal Clarity	7,8,13	2
Goal Source (Expectations)	5,6,12	2
Goal Source (Self)	10,17,18	2

Table 48

Summary of Items on Expectations and Study Skills Scales

Scale	Items Contained on Scale	Number of Items Needed to Calculate Scale
Self-Confident Scholar	5,6,7,8,9,10,11,12,13,15,18	8
Anxious Students	1,2,3,4,14,16,17	5

Table 49

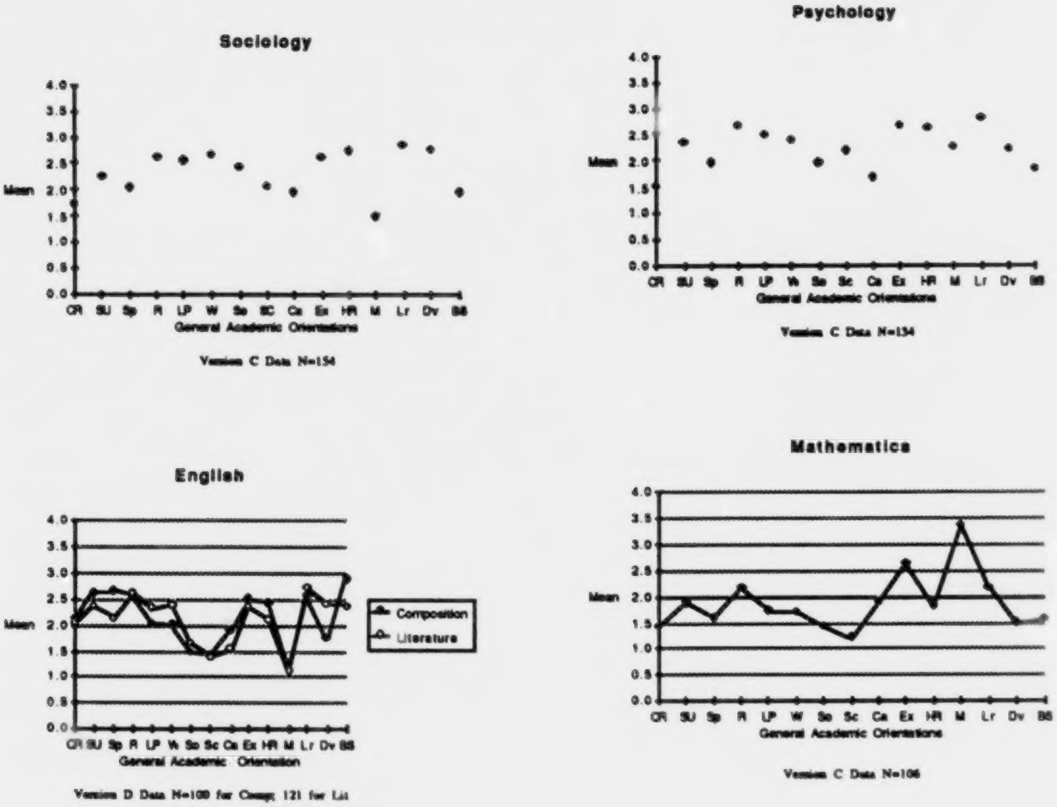
Summary of Items on Types of Activities Scales

Scale	Items Contained on Scale	Number of Items Needed to Calculate Scale
Relates and Applies Coursework	4,7,14,20,22	4
Interacts About Coursework	5,11,16,17	3
Explores Beyond Assignments	1,10,15,19	3
Concentrates on Task	6,13	2

Table 50

Sample Calculation of a Scale Mean

	Responses to 10 Items on Scale												
Item No.	Responses										No. summed	Sum of non-missing responses	Average
Student 1	4	3	2	–	4	3	1	1	2	1	21	9	2.3
Student 2	3	4	2	3	–	–	2	4	–	3	21	7	3.0
Student 3	–	4	3	3	3	2	3	3	2	2	25	9	2.8
Student 4	2	2	2	3	2	–	3	2	–	1	17	8	2.1
Group											84	33	2.5



Version C Data N=154

Version C Data N=134

Version D Data N=100 for Comp; 121 for Lit

Version C Data N=106

KEY TO ABBREVIATIONS	
CR	Develop creativity
SU	Increase self-understanding
Sp	Improve speaking skills
R	Improve reasoning skills
LP	Develop a life philosophy
W	Understand world around me
So	Work for social causes
Sc	Develop scientific skills
Ca	Prepare for career
Ex	Gain expertise
HR	Develop human relations
M	Improve numerical ability
Dv	Understand cultural diversity
Lr	Value learning for its own sake
BS	Improve basic skills

Figure 2. Sample profiles of class data on general academic orientation scales

Subject-Specific Scales

We have provided "subject-specific scales" for only a few fields, those for which we pilot-tested the SGE. For instructors in other disciplines, we suggest that instructors administer the entire survey but then develop their own appropriate scales from the SGE responses students provide. An instructor might begin by examining the existing scales for disciplines very close to his/her own, picking and choosing from the items to build a group of items that seem important. It will then be possible to compute scores for the class on that set of items rather than a predetermined set. The scale score calculated from these items can be compared for different sections of a course for different sub-groups of students within a course, from year to year, in the same way as the subject-specific scales we have already constructed.

To illustrate, let us assume that a chemistry instructor (a field for which we have not constructed a goal scale) begins by examining the items on the biology and mathematics scales. Remember that these scales include items which a set of students (in this case students in biology and mathematics courses) endorsed more strongly than did students in other types of courses. In the instructors' view, there may be other goals important in chemistry that are included on the psychology scale. The chemistry professor may be concerned with whether the students have goals related to protection of the environment; thus he may select such an item. And he/she will continue to scan noting items that are either very important or not important. Table 51 shows a scale that this instructor might construct.

Recall that the Strongly Endorsed Scale received its name because students in diverse introductory classes indicated that these goals were "very important" or "essential." Thus, if some of the items on this scale are endorsed to different degrees in a given class, one might seek the reasons.

Table 51

Items Contained in Hypothetical Chemistry Scale

To understand scientific principles and concepts
To investigate the unknown
To learn more about science
To become aware of the consequences of new applications in science and technology
To try to answer unsolved questions
To learn to interpret numerical data
To predict specific events from broad principles
To develop keener awareness of my environment
To discover new ways of seeing and doing things
To be able to write an excellent technical report
To understand the complexity of the world
To interpret evidence
To gain a global or international perspective

9. Linking with Other Data Bases

We advise classroom instructors not to link the information they gather with any other permanent student information files. There are many reasons for this, including the following:

- This information may be used inappropriately to counsel or evaluate individual students.
- Scores on the SGE represent students' views at a given point in time, not stable traits or classifications. They are, and should be, very changeable.
- Most classes are small and not representative of larger student populations. Generalizations drawn from the data should not be based on non-representative samples.

An exception may occur if several instructors or graduate assistants teaching sections of a large introductory course (or members of a departmental curriculum committee) decide to explore the relation of student goals to other variables for all the students. In the Institutional Research User's Guide, we have discussed procedures that researchers may use to select an appropriate sample for this type of study. If there are qualified educational, psychological or institutional researchers on campus, they may be very helpful in this type of project.

An appropriate data base also will need to be constructed when an instructor wishes to link students goals gathered at time 1 (CR-1) with effort measures gathered at time 2 (CR-2) or with course achievement or satisfaction measures. In these circumstances, create a temporary class data base to examine these questions and disguise student ID numbers. It is also appropriate to "import" data from an existing college data base to join with the SGE data, leaving the college data base unmodified.

10. Reporting and Discussing Results

We do not envision formal reports based on classroom research use of the SGE. As we have mentioned frequently, the purpose of classroom research is to improve the accuracy of one's observations about what is taking place in the classroom and to use this information to improve instruction.

In discussions with the class, instructors should avoid any suggestion that the students' goals are "wrong" or "inadequate." Be prepared to discuss why you may hold goals that are more specific or more comprehensive than those of the student. Also, the instructor may discuss the results informally with colleagues, comparing experiences with the SGE-CR.

11. Cautions and Limitations

Since student self-reports are usually quite accurate (Baird, 1976), they should be taken seriously. When any survey instrument is repeatedly administered, however, one must be aware that in the second administration respondents will reflect the experience they gained from taking the survey the first time. We expect that goals at the end of the term (CR-2) will have shifted somewhat for at least three different reasons: One shift will be due to the experience of filling out and reflecting on the SGE at an earlier time, one due to measurement error, and one due to actual goal change. If the instructor discusses responses on CR-1 with the class or makes other extraordinary attempts to influence student goals, this will produce additional changes in post-test responses. We suggest, therefore, that different types of classroom research be separated. Use one class to experiment with class discussions about goals using the SGE-CR. Use a different class to conduct longitudinal studies. Use a third class to experiment with whether additional goal change is produce by deliberate attention to discussing goals.

12. Conclusions

Classroom research is becoming an increasingly important way of improving teaching and learning. By exploring the relationship between their own goals and the goals of their students, faculty members can open and improve the lines of communication in the classroom. This process may well facilitate increases in students' motivation and learning.

This chapter has provided an outline of possible uses of the SGE in the classroom, but this list is only a start. We encourage groups of faculty, as well as individual faculty members, to experiment with the SGE and adopt it to their unique purposes.

SECTION III. THE SGE INVENTORIES

Classroom Research Versions (CR-1, CR-2, CR-M)

Faculty Perspective Version

NCRIPTAL
NATIONAL CENTER FOR
RESEARCH TO IMPROVE
POSTSECONDARY
TEACHING and LEARNING

Student Goals Exploration

Version CR-1
(to be completed early in academic term)

This questionnaire is designed to help college instructors better understand the goals of college students in their courses or departments. Please respond to this questionnaire within the next day or two. Read the questions and answer them fairly rapidly according to your own views. ***There are no right or wrong answers. This is not a test and your participation is voluntary.***

You may be asked to complete a second, related questionnaire in a few months. Your student ID number is requested to match your two responses. Your instructor will provide instructions on how to return the completed survey and may supply some special items to fill blank spaces in the survey.

Examples of ways to mark circles (any of the following are acceptable):

● fill in
⊗ mark with x
✓ check

Thank you in advance for taking the time to complete this survey.

The SGE was developed by the Research Program on Curriculum: Influences and Impacts at the National Center for Research to Improve Postsecondary Teaching and Learning, 2400 School of Education Building, University of Michigan, Ann Arbor, Michigan 48109-1259. The Center is funded by the University of Michigan and the U. S. Department of Education's Office of Educational Research and Improvement under OERI grant number G008690010.

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National Center for Research to Improve Postsecondary Teaching and Learning

Goals in Attending College

We are interested in learning about your goals for attending college. As you read each possible reason below for attending college, mark a circle on the scale to show how important each reason is to you.

Essential
Important
Somewhat important
Not important

1. I wanted to get a better job after college. ① ② ③ ④
2. I wanted to gain a general education. ① ② ③ ④
3. I wanted to gain respect as an expert at something. ① ② ③ ④
4. I wanted to improve my study skills and reading habits. ① ② ③ ④
5. I wanted to prepare for a life of meaningful participation in society. ① ② ③ ④
6. I wanted to get away from home. ① ② ③ ④
7. I wanted to become a more cultured person. ① ② ③ ④
8. I wanted something to do. ① ② ③ ④
9. I wanted to be able to make more money. ① ② ③ ④
10. I wanted to be able to have a successful career. ① ② ③ ④
11. I wanted to understand how knowledge is developed. ① ② ③ ④
12. I wanted to learn more about interesting things. ① ② ③ ④
13. I wanted to prepare myself for graduate or professional school. ① ② ③ ④
14. I wanted to meet family expectations. ① ② ③ ④
15. I wanted to be with friends. ① ② ③ ④
16. I wanted to become an informed citizen and voter. ① ② ③ ④
17. I wanted to develop creative talents. ① ② ③ ④
18. I wanted to prepare for a life of service to society. ① ② ③ ④
19. I wanted to improve my social position. ① ② ③ ④

(Local items to be supplied by instructor)

20. ______________________ ① ② ③ ④
21. ______________________ ① ② ③ ④
22. ______________________ ① ② ③ ④
23. ______________________ ① ② ③ ④
24. ______________________ ① ② ③ ④
25. ______________________ ① ② ③ ④

Goals in Attending College (continued)

Please respond to the statements below. If you feel the item is not applicable to you, then choose "Not at all like me."

Very much like me
Quite a bit like me
Somewhat like me
Not at all like me

1. My reason for attending college is to help make the world a better place for all of us. By studying content that reflects real life situations, I can learn to adapt to a changing society and to intervene where necessary. ① ② ③ ④
2. My main purpose in college is to learn how to think effectively. I need to learn general intellectual skills, such as observing, classifying, analyzing, and synthesizing in order to gain intellectual autonomy. ① ② ③ ④
3. I believe that my instructors know the goals, objectives, course procedures, and expectations that are suitable for me. My success as a student depends on the degree to which I achieve the objectives established by my instructors. ① ② ③ ④
4. I am in college primarily to achieve my vocational goals. My education should provide me with knowledge and skills that enable me to earn a living and contribute to society. ① ② ③ ④
5. My education should involve me in a series of personally enriching experiences. I desire an education that allows me to discover myself as a unique individual and thus acquire personal freedom. ① ② ③ ④
6. In my education I want to understand the great products and discoveries of the human mind. Thus, I want to learn about the major ideas and concepts that important thinkers have illuminated, increasing both the breadth and depth of my knowledge. ① ② ③ ④
7. For me, the development of values during college is as important as learning subject knowledge. My education should help me clarify my beliefs and values and thus develop commitment and dedication to guide my life. ① ② ③ ④

Goals in Taking This Course

We are interested in learning about the goals that students hope to achieve when they take certain courses. Please identify the course for which you received this survey. Then please keep that course **and only that course** in mind as you answer the questions in this part. Answer as well as you can whether you hope to make progress toward each goal in your particular course. Don't be concerned if some of the items seem not to fit your course very well. If an item does not apply to your course, choose "Not important."

Course for which you are completing this survey:

Title of course: ______________________________

____

Course number: ______________________________

If any of the following were the main reasons you took this course, mark those reasons before proceeding.

① Was required
② Fit my schedule
③ Best among limited options

On the scale provided at the right indicate how important to you is each of the following goals you might achieve by taking the course you have just described. Mark the circles for the proper responses.

Essential
Important
Somewhat important
Not important

1. To build a record of achievement of which I can be proud. ① ② ③ ④
2. To discover new ways of seeing and doing things. ① ② ③ ④
3. To enjoy learning for learning's sake. ① ② ③ ④
4. To weigh alternatives when making decisions. ① ② ③ ④
5. To see how different facts and ideas fit together. ① ② ③ ④
6. To improve my study skills. ① ② ③ ④
7. To learn to get along with different kinds of people. ① ② ③ ④
8. To recognize broad principles when observing specific events. ① ② ③ ④
9. To try to find the basic structure in this field of knowledge. ① ② ③ ④
10. To improve my reasoning ability--to recognize assumptions, make logical inferences, and reach correct conclusions. ① ② ③ ④
11. To understand how scholars gain new knowledge or understanding. ① ② ③ ④

Essential
Important
Somewhat important
Not important

12. To prepare for a life of service to others. ① ② ③ ④
13. To develop friendships and loyalties of lasting value. ① ② ③ ④
14. To become aware of different philosophies, cultures, and ways of life. ① ② ③ ④

REMEMBER TO FOCUS ON THE SPECIFIC COURSE FOR WHICH YOU RECEIVED THIS SURVEY.

15. To learn appropriate social skills for different situations. ① ② ③ ④
16. To develop the ability to work well with others in a group. ① ② ③ ④
17. To be able to discuss current political and social issues. ① ② ③ ④
18. To develop a broader vision of the world. ① ② ③ ④
19. To learn to organize my thoughts. ① ② ③ ④
20. To develop personal independence. ① ② ③ ④
21. To learn skills that enrich my daily life. ① ② ③ ④
22. To listen effectively to what others are saying. ① ② ③ ④
23. To develop the capacity to change as times change. ① ② ③ ④
24. To develop respect for and sensitivity to the views of others. ① ② ③ ④
25. To improve my writing abilities--to develop clear, correct, and effective communication. ① ② ③ ④
26. To become better informed as a citizen. ① ② ③ ④
27. To develop a philosophy of life. ① ② ③ ④
28. To understand events that people have tried to explain. ① ② ③ ④
29. To learn how things change over time. ① ② ③ ④
30. To develop the ability to see relationships, similarities, and differences among ideas. ① ② ③ ④
31. To draw my own conclusions. ① ② ③ ④
32. To appreciate individuality and independence of thought and action. ① ② ③ ④
33. To find problems and solutions in literature and film that apply to my own life. ① ② ③ ④
34. To understand how humans have learned to cope with nature. ① ② ③ ④
35. To become more broadminded. ① ② ③ ④
36. To weigh and question the opinions of experts and authorities. ① ② ③ ④

Essential
Important
Somewhat important
Not important

37. To understand the world around me. ① ② ③ ④
38. To be able to make ethical and moral choices. ① ② ③ ④
39. To predict specific events from broad principles. ① ② ③ ④
40. To understand the way researchers investigate questions. ① ② ③ ④
41. To increase my self-confidence or sense of self-worth. ① ② ③ ④
42. To use my imagination. ① ② ③ ④
43. To develop a capacity for self-evaluation. ① ② ③ ④
44. To help others who need my skills or services. ① ② ③ ④
45. To understand current issues in this field. ① ② ③ ④
46. To understand specific facts in this field. ① ② ③ ④
47. To learn things that will stimulate me to learn more on my own. ① ② ③ ④
48. To learn how to work for important causes. ① ② ③ ④
49. To make effective decisions. ① ② ③ ④
50. To be able to debate both sides of an issue effectively. ① ② ③ ④
51. To gain information that will be useful after college in my family life. ① ② ③ ④
52. To interpret evidence. ① ② ③ ④
53. To understand the complexity of the world. ① ② ③ ④
54. To achieve social status or prestige. ① ② ③ ④
55. To be able to perform credibly in my chosen occupation. ① ② ③ ④
56. To learn to accept challenges. ① ② ③ ④
57. To meet requirements necessary to enter professional or graduate school. ① ② ③ ④
58. To gain information directly useful in my current or future career. ① ② ③ ④
59. To learn to solve problems. ① ② ③ ④
60. To gain a global or international perspective. ① ② ③ ④
61. To use the skills and abilities I have more effectively. ① ② ③ ④
62. To improve my reading skills. ① ② ③ ④
63. To improve my skills in communicating by electronic means such as computers. ① ② ③ ④

Essential
Important
Somewhat important
Not important

64. To become a knowledgeable consumer. ① ② ③ ④
65. To develop my creative talents. ① ② ③ ④
66. To enjoy works of art. ① ② ③ ④

(Don't forget to think only about this course.)

67. To develop closer relationships with others. ① ② ③ ④
68. To help secure world peace. ① ② ③ ④
69. To understand the causes of war and peace. ① ② ③ ④
70. To try to answer unsolved questions. ① ② ③ ④
71. To understand scientific principles and concepts. ① ② ③ ④
72. To learn how people have solved social problems. ① ② ③ ④
73. To have fun. ① ② ③ ④
74. To achieve job security. ① ② ③ ④
75. To develop leisure time interests. ① ② ③ ④
76. To help improve gender and racial equality. ① ② ③ ④
77. To enjoy film. ① ② ③ ④
78. To learn to interpret numerical data. ① ② ③ ④
79. To create a composition, artistic work, or invention that no one has ever created before. ① ② ③ ④
80. To contribute to the improvement of human welfare. ① ② ③ ④
81. To establish important contacts for the future. ① ② ③ ④
82. To promote international harmony. ① ② ③ ④
83. To increase my power to persuade others. ① ② ③ ④
84. To improve my speaking abilities. ① ② ③ ④
85. To learn how to use library facilities and other informational sources. ① ② ③ ④
86. To improve my ability to handle stress. ① ② ③ ④
87. To eventually become an expert in my chosen field. ① ② ③ ④
88. To investigate the unknown. ① ② ③ ④
89. To establish standards of behavior. ① ② ③ ④
90. To become aware of the consequences of new applications in science and technology. ① ② ③ ④
91. To understand my own abilities and limitations. ① ② ③ ④

Essential
Important
Somewhat important
Not important

92. To develop keener awareness of my environment. ① ② ③ ④
93. To succeed in business. ① ② ③ ④
94. To develop my leadership abilities. ① ② ③ ④
95. To acquire greater decision-making responsibility in my job. ① ② ③ ④
96. To understand how culture has developed. ① ② ③ ④
97. To learn more about science. ① ② ③ ④
98. To learn how people govern themselves. ① ② ③ ④
99. To become a happy person. ① ② ③ ④
100. To develop a personal philosophy related to my work. ① ② ③ ④
101. To understand how science has affected human life. ① ② ③ ④
102. To be able to write an excellent technical report. ① ② ③ ④
103. To identify an appropriate career. ① ② ③ ④
104. To improve my mathematical skills. ① ② ③ ④
105. To learn how to acquire power. ① ② ③ ④
106. To explore the world of ideas. ① ② ③ ④
107. To overcome hesitancy about expressing my views in public. ① ② ③ ④
108. To understand my own interests. ① ② ③ ④
109. To improve my self-confidence in mathematics. ① ② ③ ④
110. To enjoy music. ① ② ③ ④

111.-130.

Please respond to any goal statements provided by your college or instructor here. If no items are supplied, proceed to the next section.

Essential
Important
Somewhat important
Not important

111. ______________________________ ① ② ③ ④
112. ______________________________ ① ② ③ ④
113. ______________________________ ① ② ③ ④
114. ______________________________ ① ② ③ ④
115. ______________________________ ① ② ③ ④
116. ______________________________ ① ② ③ ④
117. ______________________________ ① ② ③ ④
118. ______________________________ ① ② ③ ④

Essential
Important
Somewhat important
Not important

119. ______________________________ ① ② ③ ④
120. ______________________________ ① ② ③ ④
121. ______________________________ ① ② ③ ④
122. ______________________________ ① ② ③ ④
123. ______________________________ ① ② ③ ④
124. ______________________________ ① ② ③ ④
125. ______________________________ ① ② ③ ④
126. ______________________________ ① ② ③ ④
127. ______________________________ ① ② ③ ④
128. ______________________________ ① ② ③ ④
129. ______________________________ ① ② ③ ④
130. ______________________________ ① ② ③ ④

Student Information I

Please supply the information in the space provided or mark the circle corresponding to your chosen response.

1. Your student number: ______________________________

2. Your age last January 1: ________

3. Your sex:

   ① Male ② Female

4. Your ethnic background (optional):

   ① White, non-Hispanic
   ② Black, non-Hispanic
   ③ Hispanic
   ④ Native American/Alaskan native
   ⑤ Asian/Pacific Islander

5. Your year in college:

   ① Freshman
   ② Sophomore
   ③ Junior
   ④ Senior

6. Year you graduated from high school: ____________

7. What is your expected major in college?

   ____

8. How certain are you that this is the major you desire?

   ① Extremely certain
   ② Quite certain
   ③ Somewhat certain
   ④ Not at all certain

9. What is the highest college degree you plan to acquire?

   ____

10. What occupation or profession do you expect to pursue?

    ____

11. How certain are you that this is the occupation or profession you desire?

    ① Extremely certain
    ② Quite certain
    ③ Somewhat certain
    ④ Not at all certain

12. When you entered college how well prepared did you feel you were for college study?

    ① Extremely well prepared
    ② Quite prepared
    ③ Somewhat prepared
    ④ Not at all prepared

13. How many courses are you taking this term? __________ courses

Student Information I (continued)

Please respond to any questions provided by your college or instructor for this section on this answer sheet. Enter your response in the space provided below or follow further instructions provided by them. If no items are supplied, proceed to the next section.

14. ______________________________ ①②③④⑤⑥
15. ______________________________ ①②③④⑤⑥
16. ______________________________ ①②③④⑤⑥
17. ______________________________ ①②③④⑤⑥
18. ______________________________ ①②③④⑤⑥
19. ______________________________ ①②③④⑤⑥
20. ______________________________ ①②③④⑤⑥
21. ______________________________ ①②③④⑤⑥
22. ______________________________ ①②③④⑤⑥
23. ______________________________ ①②③④⑤⑥
24. ______________________________ ①②③④⑤⑥
25. ______________________________ ①②③④⑤⑥
26. ______________________________ ①②③④⑤⑥
27. ______________________________ ①②③④⑤⑥
28. ______________________________ ①②③④⑤⑥

Comments

(Use this space to note your thoughts not covered in these items or to make other comments you wish to share.)

Remaining Sections

Your college will provide directions about whether you should complete the remaining sections of this survey.

Feelings About Studying in This Course

Continue to keep in mind the course for which you are completing this survey. As you prepare to study or complete assignments in this course, which statements best describe your thoughts and feelings? Use the scale at the right to mark the extent to which each thought is like your own.

Very much like me
Quite a bit like me
Somewhat like me
Not at all like me

1. **In the long run, study in this field will help me to get ahead in the world.** ① ② ③ ④
2. **When I complete a learning activity I usually get a sense of satisfaction.** ① ② ③ ④
3. **In this course, setting long-range goals is important.** ① ② ③ ④
4. **I complete daily learning tasks primarily because I enjoy them.** ① ② ③ ④
5. **I should complete what is expected of a person of my capability.** ① ② ③ ④
6. **I would work hard to get good grades even if I didn't like the coursework.** ① ② ③ ④
7. **I feel obliged to work hard only if I can see the importance of the task.** ① ② ③ ④
8. **I learn best when my instructor makes it clear what the goals of each assignment are.** ① ② ③ ④
9. **I prefer to set short-range goals so that I can get a sense of satisfaction and achievement.** ① ② ③ ④
10. **I believe I should set my own goals rather than accept someone else's goals for me.** ① ② ③ ④
11. **I would rather tackle easy problems than difficult ones.** ① ② ③ ④
12. **Even when study materials are dull and uninteresting, I believe I should keep working until I am finished.** ① ② ③ ④
13. **I learn best if I see a direct relation between my assignments and my long range goals.** ① ② ③ ④
14. **If I sense I can't achieve a goal, I'd rather set one that is easier to reach.** ① ② ③ ④
15. **I find learning in this field is very exciting and challenging.** ① ② ③ ④
16. **I like to plan my learning activities over a long time frame so they will fit together.** ① ② ③ ④
17. **I seldom need to seek advice about what my goals should be.** ① ② ③ ④
18. **Deciding what topics I study should be my own choice rather than my instructor's choice.** ① ② ③ ④

Expectations/Study Skills--This Course

Please respond to the following statements. Keep in mind your expectations about the particular course for which you received the survey. If you feel the item is not applicable to you in this course, then choose "Not at all like me."

Very much like me
Quite a bit like me
Somewhat like me
Not at all like me

1. **When I take tests I think of the consequences of failing.** ① ② ③ ④
2. **I have difficulty identifying the most important points in my reading.** ① ② ③ ④
3. **I seldom ask my instructor to clarify concepts that I don't understand well.** ① ② ③ ④
4. **When I take a test I think about items on other parts of the test I can't answer.** ① ② ③ ④
5. **When I study new material, I often skim it to see how it is organized.** ① ② ③ ④
6. **When I study for exams I integrate information from different sources, such as lectures, reading, and discussions.** ① ② ③ ④
7. **When reading I try to relate the material to what I already know.** ① ② ③ ④
8. **I begin with course material but develop my own ideas about the topics.** ① ② ③ ④
9. **I believe I will receive an excellent grade.** ① ② ③ ④
10. **When I study a topic, I try to make everything fit together.** ① ② ③ ④
11. **I am confident that I can learn the basic concepts.** ① ② ③ ④
12. **I'm certain that my own ability will result in my being successful.** ① ② ③ ④
13. **When having difficulty recalling something, I make an effort to recall something else that might be related to it.** ① ② ③ ④
14. **I often find that I read assignments but don't know what they are all about.** ① ② ③ ④
15. **I prefer learning activities that are challenging or arouse my curiosity, even if they are difficult.** ① ② ③ ④
16. **It is sometimes hard for me to go on with my work if I am not encouraged.** ① ② ③ ④
17. **When coursework is difficult, I either give up or study only the easy parts.** ① ② ③ ④
18. **If I want to get a good grade, it depends on what I do.** ① ② ③ ④

Student Information II

Please supply the information in the space provided or mark the circle corresponding to your chosen response.

1. During the academic term,
   how many hours per week
   are you employed for pay? __________ hours

2. During the academic term,
   on the average, how many
   hours do you study per week? __________ hours

3. Do you live within walking distance of the campus during academic terms?

   ① Yes ② No

4. All in all, how satisfied are you with the academic aspects of college?

   ① Very satisfied
   ② Quite satisfied
   ③ Somewhat satisfied
   ④ Not satisfied

5. All in all, how satisfied are you with the non-academic aspects of college?

   ① Very satisfied
   ② Quite satisfied
   ③ Somewhat satisfied
   ④ Not satisfied

6. How often, if ever, do you think about dropping out of college?

   ① Never have thought of it
   ② Very seldom
   ③ Occasionally
   ④ Frequently

7. Which of the following will be most influential in your choice of career? (Mark only one.)

   ① My parents value the career highly.
   ② The career will allow me leisure time.
   ③ The career pays well.
   ④ The career is challenging.
   ⑤ I am sure I can succeed in the career.

Comments

(Use this space to make any comments you may wish to share.)

Thank you for taking the time to complete this survey.

NCRIPTAL

NATIONAL CENTER FOR
RESEARCH TO IMPROVE
POSTSECONDARY
TEACHING and LEARNING

Student Goals Exploration

Version CR-2
(to be completed late in academic term)

This questionnaire is designed to help college instructors better understand the goals of college students in their courses or departments. Please respond to this questionnaire within the next day or two. Read the questions and answer them fairly rapidly according to your own views. ***There are no right or wrong answers. This is not a test and your participation is voluntary.***

You probably were asked to complete a similar questionnaire a few weeks ago. Your student ID number is requested to match your two responses. Your instructor will provide instructions on how to return the completed survey and may supply some special items to fill blank spaces in the survey.

Examples of ways to mark circles (any of the following are acceptable):

● fill in
☒ mark with x
✓ check

Thank you in advance for taking the time to complete this survey.

The SGE was developed by the Research Program on Curriculum: Influences and Impacts at the National Center for Research to Improve Postsecondary Teaching and Learning, 2400 School of Education Building, University of Michigan, Ann Arbor, Michigan 48109-1259. The Center is funded by the University of Michigan and the U. S. Department of Education's Office of Educational Research and Improvement under OERI grant number G008690010.

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Goals in Attending College

We are interested in learning about your goals for attending college. As you read each possible reason below for attending college, mark a circle on the scale to show how important each reason is to you.

		Not important	Somewhat important	Important	Essential
1.	I wanted to get a better job after college.	①	②	③	④
2.	I wanted to gain a general education.	①	②	③	④
3.	I wanted to gain respect as an expert at something.	①	②	③	④
4.	I wanted to improve my study skills and reading habits.	①	②	③	④
5.	I wanted to prepare for a life of meaningful participation in society.	①	②	③	④
6.	I wanted to get away from home.	①	②	③	④
7.	I wanted to become a more cultured person.	①	②	③	④
8.	I wanted something to do.	①	②	③	④
9.	I wanted to be able to make more money.	①	②	③	④
10.	I wanted to be able to have a successful career.	①	②	③	④
11.	I wanted to understand how knowledge is developed.	①	②	③	④
12.	I wanted to learn more about interesting things.	①	②	③	④
13.	I wanted to prepare myself for graduate or professional school.	①	②	③	④
14.	I wanted to meet family expectations.	①	②	③	④
15.	I wanted to be with friends.	①	②	③	④
16.	I wanted to become an informed citizen and voter.	①	②	③	④
17.	I wanted to develop creative talents.	①	②	③	④
18.	I wanted to prepare for a life of service to society.	①	②	③	④
19.	I wanted to improve my social position.	①	②	③	④
	(Local items to be supplied by instructor)				
20.	____________________	①	②	③	④
21.	____________________	①	②	③	④
22.	____________________	①	②	③	④
23.	____________________	①	②	③	④
24.	____________________	①	②	③	④
25.	____________________	①	②	③	④

Goals in Attending College (continued)

Please respond to the statements below. If you feel the item is not applicable to you, then choose "Not at all like me."

		Not at all like me	Somewhat like me	Quite a bit like me	Very much like me
1.	My reason for attending college is to help make the world a better place for all of us. By studying content that reflects real life situations, I can learn to adapt to a changing society and to intervene where necessary.	①	②	③	④
2.	My main purpose in college is to learn how to think effectively. I need to learn general intellectual skills, such as observing, classifying, analyzing, and synthesizing in order to gain intellectual autonomy.	①	②	③	④
3.	I believe that my instructors know the goals, objectives, course procedures, and expectations that are suitable for me. My success as a student depends on the degree to which I achieve the objectives established by my instructors.	①	②	③	④
4.	I am in college primarily to achieve my vocational goals. My education should provide me with knowledge and skills that enable me to earn a living and contribute to society.	①	②	③	④
5.	My education should involve me in a series of personally enriching experiences. I desire an education that allows me to discover myself as a unique individual and thus acquire personal freedom.	①	②	③	④
6.	In my education I want to understand the great products and discoveries of the human mind. Thus, I want to learn about the major ideas and concepts that important thinkers have illuminated, increasing both the breadth and depth of my knowledge.	①	②	③	④
7.	For me, the development of values during college is as important as learning subject knowledge. My education should help me clarify my beliefs and values and thus develop commitment and dedication to guide my life.	①	②	③	④

Goals in Taking This Course

We are interested in learning about the goals that students hope to achieve when they take certain courses. Please identify the course for which you received this survey. Then please keep that course **and only that course** in mind as you answer the questions in this part. Answer as well as you can whether you hoped to make progress toward each goal in your particular course. Don't be concerned if some of the items seem not to fit your course very well. If an item does not apply to your course, choose "Not important."

Course for which you are completing this survey:

Title of course: ______________________________

____

Course number: ______________________________

If any of the following were the main reasons you took this course, mark those reasons before proceeding.

① Was required
② Fit my schedule
③ Best among limited options

On the scale provided at the right indicate how important to you is each of the following goals you might achieve by taking the course you have just described. Mark the circles for the proper responses.

Essential
Important
Somewhat important
Not important

1. To build a record of achievement of which I can be proud. ① ② ③ ④
2. To discover new ways of seeing and doing things. ① ② ③ ④
3. To enjoy learning for learning's sake. ① ② ③ ④
4. To weigh alternatives when making decisions. ① ② ③ ④
5. To see how different facts and ideas fit together. ① ② ③ ④
6. To improve my study skills. ① ② ③ ④
7. To learn to get along with different kinds of people. ① ② ③ ④
8. To recognize broad principles when observing specific events. ① ② ③ ④
9. To try to find the basic structure in this field of knowledge. ① ② ③ ④
10. To improve my reasoning ability--to recognize assumptions, make logical inferences, and reach correct conclusions. ① ② ③ ④
11. To understand how scholars gain new knowledge or understanding. ① ② ③ ④

Essential
Important
Somewhat important
Not important

12. To prepare for a life of service to others. ① ② ③ ④
13. To develop friendships and loyalties of lasting value. ① ② ③ ④
14. To become aware of different philosophies, cultures, and ways of life. ① ② ③ ④

REMEMBER TO FOCUS ON THE SPECIFIC COURSE FOR WHICH YOU RECEIVED THIS SURVEY.

15. To learn appropriate social skills for different situations. ① ② ③ ④
16. To develop the ability to work well with others in a group. ① ② ③ ④
17. To be able to discuss current political and social issues. ① ② ③ ④
18. To develop a broader vision of the world. ① ② ③ ④
19. To learn to organize my thoughts. ① ② ③ ④
20. To develop personal independence. ① ② ③ ④
21. To learn skills that enrich my daily life. ① ② ③ ④
22. To listen effectively to what others are saying. ① ② ③ ④
23. To develop the capacity to change as times change. ① ② ③ ④
24. To develop respect for and sensitivity to the views of others. ① ② ③ ④
25. To improve my writing abilities--to develop clear, correct, and effective communication. ① ② ③ ④
26. To become better informed as a citizen. ① ② ③ ④
27. To develop a philosophy of life. ① ② ③ ④
28. To understand events that people have tried to explain. ① ② ③ ④
29. To learn how things change over time. ① ② ③ ④
30. To develop the ability to see relationships, similarities, and differences among ideas. ① ② ③ ④
31. To draw my own conclusions. ① ② ③ ④
32. To appreciate individuality and independence of thought and action. ① ② ③ ④
33. To find problems and solutions in literature and film that apply to my own life. ① ② ③ ④
34. To understand how humans have learned to cope with nature. ① ② ③ ④
35. To become more broadminded. ① ② ③ ④
36. To weigh and question the opinions of experts and authorities. ① ② ③ ④

	Not important	Somewhat important	Important	Essential
37. To understand the world around me.	①	②	③	④
38. To be able to make ethical and moral choices.	①	②	③	④
39. To predict specific events from broad principles.	①	②	③	④
40. To understand the way researchers investigate questions.	①	②	③	④
41. To increase my self-confidence or sense of self-worth.	①	②	③	④
42. To use my imagination.	①	②	③	④
43. To develop a capacity for self-evaluation.	①	②	③	④
44. To help others who need my skills or services.	①	②	③	④
45. To understand current issues in this field.	①	②	③	④
46. To understand specific facts in this field.	①	②	③	④
47. To learn things that will stimulate me to learn more on my own.	①	②	③	④
48. To learn how to work for important causes.	①	②	③	④
49. To make effective decisions.	①	②	③	④
50. To be able to debate both sides of an issue effectively.	①	②	③	④
51. To gain information that will be useful after college in my family life.	①	②	③	④
52. To interpret evidence.	①	②	③	④
53. To understand the complexity of the world.	①	②	③	④
54. To achieve social status or prestige.	①	②	③	④
55. To be able to perform credibly in my chosen occupation.	①	②	③	④
56. To learn to accept challenges.	①	②	③	④
57. To meet requirements necessary to enter professional or graduate school.	①	②	③	④
58. To gain information directly useful in my current or future career.	①	②	③	④
59. To learn to solve problems.	①	②	③	④
60. To gain a global or international perspective.	①	②	③	④
61. To use the skills and abilities I have more effectively.	①	②	③	④
62. To improve my reading skills.	①	②	③	④
63. To improve my skills in communicating by electronic means such as computers.	①	②	③	④

	Not important	Somewhat important	Important	Essential
64. To become a knowledgeable consumer.	①	②	③	④
65. To develop my creative talents.	①	②	③	④
66. To enjoy works of art.	①	②	③	④
(Don't forget to think only about this course.)				
67. To develop closer relationships with others.	①	②	③	④
68. To help secure world peace.	①	②	③	④
69. To understand the causes of war and peace.	①	②	③	④
70. To try to answer unsolved questions.	①	②	③	④
71. To understand scientific principles and concepts.	①	②	③	④
72. To learn how people have solved social problems.	①	②	③	④
73. To have fun.	①	②	③	④
74. To achieve job security.	①	②	③	④
75. To develop leisure time interests.	①	②	③	④
76. To help improve gender and racial equality.	①	②	③	④
77. To enjoy film.	①	②	③	④
78. To learn to interpret numerical data.	①	②	③	④
79. To create a composition, artistic work, or invention that no one has ever created before.	①	②	③	④
80. To contribute to the improvement of human welfare.	①	②	③	④
81. To establish important contacts for the future.	①	②	③	④
82. To promote international harmony.	①	②	③	④
83. To increase my power to persuade others.	①	②	③	④
84. To improve my speaking abilities.	①	②	③	④
85. To learn how to use library facilities and other informational sources.	①	②	③	④
86. To improve my ability to handle stress.	①	②	③	④
87. To eventually become an expert in my chosen field.	①	②	③	④
88. To investigate the unknown.	①	②	③	④
89. To establish standards of behavior.	①	②	③	④
90. To become aware of the consequences of new applications in science and technology.	①	②	③	④
91. To understand my own abilities and limitations.	①	②	③	④

	Not important	Somewhat important	Important	Essential
92. To develop keener awareness of my environment.	①	②	③	④
93. To succeed in business.	①	②	③	④
94. To develop my leadership abilities.	①	②	③	④
95. To acquire greater decision-making responsibility in my job.	①	②	③	④
96. To understand how culture has developed.	①	②	③	④
97. To learn more about science.	①	②	③	④
98. To learn how people govern themselves.	①	②	③	④
99. To become a happy person.	①	②	③	④
100. To develop a personal philosophy related to my work.	①	②	③	④
101. To understand how science has affected human life.	①	②	③	④
102. To be able to write an excellent technical report.	①	②	③	④
103. To identify an appropriate career.	①	②	③	④
104. To improve my mathematical skills.	①	②	③	④
105. To learn how to acquire power.	①	②	③	④
106. To explore the world of ideas.	①	②	③	④
107. To overcome hesitancy about expressing my views in public.	①	②	③	④
108. To understand my own interests.	①	②	③	④
109. To improve my self-confidence in mathematics.	①	②	③	④
110. To enjoy music.	①	②	③	④

111.-130.

Please respond to any goal statements provided by your college or instructor here. If no items are supplied, proceed to the next section.

	Not important	Somewhat important	Important	Essential
111. ____________________	①	②	③	④
112. ____________________	①	②	③	④
113. ____________________	①	②	③	④
114. ____________________	①	②	③	④
115. ____________________	①	②	③	④
116. ____________________	①	②	③	④
117. ____________________	①	②	③	④
118. ____________________	①	②	③	④

	Not important	Somewhat important	Important	Essential
119. ____________________	①	②	③	④
120. ____________________	①	②	③	④
121. ____________________	①	②	③	④
122. ____________________	①	②	③	④
123. ____________________	①	②	③	④
124. ____________________	①	②	③	④
125. ____________________	①	②	③	④
126. ____________________	①	②	③	④
127. ____________________	①	②	③	④
128. ____________________	①	②	③	④
129. ____________________	①	②	③	④
130. ____________________	①	②	③	④

Student Information I

Please supply the information in the space provided or mark the circle corresponding to your chosen response.

1. Your student number: ____________________

2. Your age last January 1: ________

3. Your sex:

   ① Male ② Female

4. Year you graduated from high school: __________

5. What is your expected major in college?

   ____

6. How certain are you that this is the major you desire?

   ① Extremely certain
   ② Quite certain
   ③ Somewhat certain
   ④ Not at all certain

7. What is the highest college degree you plan to acquire?

   ____

8. What occupation or profession do you expect to pursue?

   ____

9. How certain are you that this is the occupation or profession you desire?

   ① Extremely certain
   ② Quite certain
   ③ Somewhat certain
   ④ Not at all certain

10. When you entered college how well prepared did you feel you were for college study?

    ① Extremely well prepared
    ② Quite prepared
    ③ Somewhat prepared
    ④ Not at all prepared

11. How many courses are you taking this term? __________ courses

12. With regard to your major, which best indicates your situation since coming to college? (Mark only one.)

    ① I had no planned major when I entered college and still have none.
    ② I have discarded the old planned major but have not chosen a new major yet.
    ③ I had no planned major when I entered college but I have now chosen one.
    ④ I have changed and chosen a new major.
    ⑤ I have retained the major I had at entrance.

13. With regard to your career, which best indicates your situation since coming to college? (Mark only one.)

    ① I had no planned career when I entered college and still have none.
    ② I have discarded the old planned career but have not chosen a new career yet.
    ③ I had no planned career when I entered college but I have now chosen one.
    ④ I have changed and chosen a new career.
    ⑤ I have retained the career plans I had at entrance.

Student Information I (continued)

Please respond to any questions provided by your college or instructor for this section on this answer sheet. Enter your response in the space provided below or follow further instructions provided by them. If no items are supplied, proceed to the next section.

14. ____________________ ① ② ③ ④ ⑤ ⑥
15. ____________________ ① ② ③ ④ ⑤ ⑥
16. ____________________ ① ② ③ ④ ⑤ ⑥
17. ____________________ ① ② ③ ④ ⑤ ⑥
18. ____________________ ① ② ③ ④ ⑤ ⑥
19. ____________________ ① ② ③ ④ ⑤ ⑥
20. ____________________ ① ② ③ ④ ⑤ ⑥
21. ____________________ ① ② ③ ④ ⑤ ⑥
22. ____________________ ① ② ③ ④ ⑤ ⑥
23. ____________________ ① ② ③ ④ ⑤ ⑥
24. ____________________ ① ② ③ ④ ⑤ ⑥
25. ____________________ ① ② ③ ④ ⑤ ⑥
26. ____________________ ① ② ③ ④ ⑤ ⑥
27. ____________________ ① ② ③ ④ ⑤ ⑥
28. ____________________ ① ② ③ ④ ⑤ ⑥

Comments

(Use this space to note your thoughts not covered in these items or to make other comments you wish to share.)

Remaining Sections

Your college will provide directions about whether you should complete the remaining sections of this survey.

Expectations/Study Skills--This Course

Please respond to the following statements. Keep in mind your expectations about the particular course for which you received the survey. If you feel the item is not applicable to you in this course, then choose "Not at all like me."

	Not at all like me	Somewhat like me	Quite a bit like me	Very much like me
1. When I take tests I think of the consequences of failing.	①	②	③	④
2. I have difficulty identifying the most important points in my reading.	①	②	③	④
3. I seldom ask my instructor to clarify concepts that I don't understand well.	①	②	③	④
4. When I take a test I think about items on other parts of the test I can't answer.	①	②	③	④
5. When I study new material, I often skim it to see how it is organized.	①	②	③	④
6. When I study for exams I integrate information from different sources, such as lectures, reading, and discussions.	①	②	③	④
7. When reading I try to relate the material to what I already know.	①	②	③	④
8. I begin with course material but develop my own ideas about the topics.	①	②	③	④
9. I believe I will receive an excellent grade.	①	②	③	④
10. When I study a topic, I try to make everything fit together.	①	②	③	④
11. I am confident that I can learn the basic concepts.	①	②	③	④
12. I'm certain that my own ability will result in my being successful.	①	②	③	④
13. When having difficulty recalling something, I make an effort to recall something else that might be related to it.	①	②	③	④
14. I often find that I read assignments but don't know what they are all about.	①	②	③	④
15. I prefer learning activities that are challenging or arouse my curiosity, even if they are difficult.	①	②	③	④
16. It is sometimes hard for me to go on with my work if I am not encouraged.	①	②	③	④
17. When coursework is difficult, I either give up or study only the easy parts.	①	②	③	④
18. If I want to get a good grade, it depends on what I do.	①	②	③	④

Types of Activities You Have Pursued in This Course

Answer the following questions indicating how often you have carried out each activity in this course. If the item is not applicable choose "Never."

	Never	Rarely	Sometimes	Very often
1. I read a book related to this field that was not an assigned reading.	①	②	③	④
2. I took detailed notes in class or on reading assignments.	①	②	③	④
3. I enjoyed doing my coursework.	①	②	③	④
4. I thought about applications of the material to other situations.	①	②	③	④
5. I discussed the subject matter of this field with other students for an hour or longer.	①	②	③	④
6. I spent a concentrated period of time—three hours or longer without interruption—studying in this field.	①	②	③	④
7. I looked for some basic organization in course materials.	①	②	③	④
8. I memorized facts, vocabulary, and terminology.	①	②	③	④
9. I spent some time just browsing in the library or bookstore looking for things related to this field.	①	②	③	④
10. I participated in a research project related to this field.	①	②	③	④
11. I told friends about the interesting materials or ideas in the field.	①	②	③	④
12. I underlined major points in the reading.	①	②	③	④
13. I studied at least four hours or longer on coursework during the weekend.	①	②	③	④
14. I tried to see how different facts and ideas fit together.	①	②	③	④
15. I read newspaper items related to coursework.	①	②	③	④
16. I helped another student with coursework.	①	②	③	④
17. I recommended this field to other students.	①	②	③	④
18. I made outlines from class notes or readings.	①	②	③	④
19. I spent five hours or more looking up references in the library and taking notes related to coursework.	①	②	③	④
20. I tried to relate the material to ideas and experiences of my own.	①	②	③	④
21. I am satisfied that study in this field has helped me achieve some of my important goals.	①	②	③	④
22. I related what I learned in this field to my other courses.	①	②	③	④

Student Information II

Please supply the information in the space provided or mark the circle corresponding to your chosen response.

1. During the academic term,
how many hours per week
are you employed for pay? __________ hours

2. During the academic term,
on the average, how many
hours do you study per week? __________ hours

3. Do you live within walking distance of the campus during academic terms?

① Yes ② No

4. All in all, how satisfied are you with the academic aspects of college?

① Very satisfied
② Quite satisfied
③ Somewhat satisfied
④ Not satisfied

5. All in all, how satisfied are you with the non-academic aspects of college?

① Very satisfied
② Quite satisfied
③ Somewhat satisfied
④ Not satisfied

6. How often, if ever, do you think about dropping out of college?

① Never have thought of it
② Very seldom
③ Occasionally
④ Frequently

Comments

(Use this space to make any comments you may wish to share.)

Thank you for taking the time to complete this survey.

NCRIPTAL
NATIONAL CENTER FOR RESEARCH TO IMPROVE POSTSECONDARY TEACHING and LEARNING

Student Goals Exploration

Version CR-M
(for program use)

This questionnaire is designed to help college instructors better understand the academic goals of students majoring in their field of study. Please respond to this questionnaire within the next day or two. Read the questions and answer them fairly rapidly according to your own views. Most deal with your goals in your major field. ***There are no right or wrong answers. This is not a test and your participation is voluntary.***

Your college will provide instructions on how to return the completed survey and may supply some special items to fill blank spaces in the survey. Your student ID number may be needed to match your responses with other materials or surveys.

Examples of ways to mark circles (any of the following are acceptable):

●	⊗	✓
fill in	mark with x	check

Thank you in advance for taking the time to complete this survey.

The SGE was developed by the Research Program on Curriculum: Influences and Impacts at the National Center for Research to Improve Postsecondary Teaching and Learning, 2400 School of Education Building, University of Michigan, Ann Arbor, Michigan 48109-1259. The Center is funded by the University of Michigan and the U. S. Department of Education's Office of Educational Research and Improvement under OERI grant number G008690010.

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National Center for Research to Improve Postsecondary Teaching and Learning

Goals in Attending College

Please respond to the statements below. If you feel the item is not applicable to you, then choose "Not at all like me."

Very much like me
Quite a bit like me
Somewhat like me
Not at all like me

1. My reason for attending college is to help make the world a better place for all of us. By studying content that reflects real life situations, I can learn to adapt to a changing society and to intervene where necessary. ① ② ③ ④
2. My main purpose in college is to learn how to think effectively. I need to learn general intellectual skills, such as observing, classifying, analyzing, and synthesizing in order to gain intellectual autonomy. ① ② ③ ④
3. I believe that my instructors know the goals, objectives, course procedures, and expectations that are suitable for me. My success as a student depends on the degree to which I achieve the objectives established by my instructors. ① ② ③ ④
4. I am in college primarily to achieve my vocational goals. My education should provide me with knowledge and skills that enable me to earn a living and contribute to society. ① ② ③ ④
5. My education should involve me in a series of personally enriching experiences. I desire an education that allows me to discover myself as a unique individual and thus acquire personal freedom. ① ② ③ ④
6. In my education I want to understand the great products and discoveries of the human mind. Thus, I want to learn about the major ideas and concepts that important thinkers have illuminated, increasing both the breadth and depth of my knowledge. ① ② ③ ④
7. For me, the development of values during college is as important as learning subject knowledge. My education should help me clarify my beliefs and values and thus develop commitment and dedication to guide my life. ① ② ③ ④

Goals in Taking Courses in Your Major Field

We are interested in learning about the goals that students hope to achieve when they take courses in certain fields. Please think about courses you have taken in your major. In these courses, how important did you feel it was to make progress toward each of the goals listed below. Don't be concerned if some of the items seem not to fit your major very well. If an item does not apply in your major field, choose "Not important." Mark the circles for the proper responses.

Write the name of the major field you are keeping in mind while answering the questions below:

____

Essential
Important
Somewhat important
Not important

1. To build a record of achievement of which I can be proud. ① ② ③ ④
2. To discover new ways of seeing and doing things. ① ② ③ ④
3. To enjoy learning for learning's sake. ① ② ③ ④
4. To weigh alternatives when making decisions. ① ② ③ ④
5. To see how different facts and ideas fit together. ① ② ③ ④
6. To improve my study skills. ① ② ③ ④
7. To learn to get along with different kinds of people. ① ② ③ ④
8. To recognize broad principles when observing specific events. ① ② ③ ④
9. To try to find the basic structure in this field of knowledge. ① ② ③ ④
10. To improve my reasoning ability--to recognize assumptions, make logical inferences, and reach correct conclusions. ① ② ③ ④
11. To understand how scholars gain new knowledge or understanding. ① ② ③ ④
12. To prepare for a life of service to others. ① ② ③ ④
13. To develop friendships and loyalties of lasting value. ① ② ③ ④
14. To become aware of different philosophies, cultures, and ways of life. ① ② ③ ④
15. To learn appropriate social skills for different situations. ① ② ③ ④
16. To develop the ability to work well with others in a group. ① ② ③ ④
17. To be able to discuss current political and social issues. ① ② ③ ④
18. To develop a broader vision of the world. ① ② ③ ④

	Not important	Somewhat important	Important	Essential
19. To learn to organize my thoughts.	①	②	③	④
20. To develop personal independence.	①	②	③	④
21. To learn skills that enrich my daily life.	①	②	③	④
22. To listen effectively to what others are saying.	①	②	③	④
23. To develop the capacity to change as times change.	①	②	③	④
24. To develop respect for and sensitivity to the views of others.	①	②	③	④
25. To improve my writing abilities--to develop clear, correct, and effective communication.	①	②	③	④
26. To become better informed as a citizen.	①	②	③	④
27. To develop a philosophy of life.	①	②	③	④
28. To understand events that people have tried to explain.	①	②	③	④
29. To learn how things change over time.	①	②	③	④
30. To develop the ability to see relationships, similarities, and differences among ideas.	①	②	③	④
31. To draw my own conclusions.	①	②	③	④
32. To appreciate individuality and independence of thought and action.	①	②	③	④
33. To find problems and solutions in literature and film that apply to my own life.	①	②	③	④
34. To understand how humans have learned to cope with nature.	①	②	③	④
35. To become more broadminded.	①	②	③	④
36. To weigh and question the opinions of experts and authorities.	①	②	③	④
37. To understand the world around me.	①	②	③	④
38. To be able to make ethical and moral choices.	①	②	③	④
39. To predict specific events from broad principles.	①	②	③	④
40. To understand the way researchers investigate questions.	①	②	③	④
41. To increase my self-confidence or sense of self-worth.	①	②	③	④
42. To use my imagination.	①	②	③	④
43. To develop a capacity for self-evaluation.	①	②	③	④
44. To help others who need my skills or services.	①	②	③	④
45. To understand current issues in this field.	①	②	③	④
46. To understand specific facts in this field.	①	②	③	④

	Not important	Somewhat important	Important	Essential
47. To learn things that will stimulate me to learn more on my own.	①	②	③	④
48. To learn how to work for important causes.	①	②	③	④
49. To make effective decisions.	①	②	③	④
50. To be able to debate both sides of an issue effectively.	①	②	③	④
51. To gain information that will be useful after college in my family life.	①	②	③	④
52. To interpret evidence.	①	②	③	④
53. To understand the complexity of the world.	①	②	③	④
54. To achieve social status or prestige.	①	②	③	④
55. To be able to perform credibly in my chosen occupation.	①	②	③	④
56. To learn to accept challenges.	①	②	③	④
57. To meet requirements necessary to enter professional or graduate school.	①	②	③	④
58. To gain information directly useful in my current or future career.	①	②	③	④
59. To learn to solve problems.	①	②	③	④
60. To gain a global or international perspective.	①	②	③	④
61. To use the skills and abilities I have more effectively.	①	②	③	④
62. To improve my reading skills.	①	②	③	④
63. To improve my skills in communicating by electronic means such as computers.	①	②	③	④
64. To become a knowledgeable consumer.	①	②	③	④
65. To develop my creative talents.	①	②	③	④
66. To enjoy works of art.	①	②	③	④
67. To develop closer relationships with others.	①	②	③	④
68. To help secure world peace.	①	②	③	④
69. To understand the causes of war and peace.	①	②	③	④
70. To try to answer unsolved questions.	①	②	③	④
71. To understand scientific principles and concepts.	①	②	③	④
72. To learn how people have solved social problems.	①	②	③	④
73. To have fun.	①	②	③	④
74. To achieve job security.	①	②	③	④
75. To develop leisure time interests.	①	②	③	④
76. To help improve gender and racial equality.	①	②	③	④

Essential
Important
Somewhat important
Not important

77. To enjoy film. ① ② ③ ④

78. To learn to interpret numerical data. ① ② ③ ④

79. To create a composition, artistic work, or invention that no one has ever created before. ① ② ③ ④

80. To contribute to the improvement of human welfare. ① ② ③ ④

81. To establish important contacts for the future. ① ② ③ ④

82. To promote international harmony. ① ② ③ ④

83. To increase my power to persuade others. ① ② ③ ④

84. To improve my speaking abilities. ① ② ③ ④

85. To learn how to use library facilities and other informational sources. ① ② ③ ④

86. To improve my ability to handle stress. ① ② ③ ④

87. To eventually become an expert in my chosen field. ① ② ③ ④

88. To investigate the unknown. ① ② ③ ④

89. To establish standards of behavior. ① ② ③ ④

90. To become aware of the consequences of new applications in science and technology. ① ② ③ ④

91. To understand my own abilities and limitations. ① ② ③ ④

92. To develop keener awareness of my environment. ① ② ③ ④

93. To succeed in business. ① ② ③ ④

94. To develop my leadership abilities. ① ② ③ ④

95. To acquire greater decision-making responsibility in my job. ① ② ③ ④

96. To understand how culture has developed. ① ② ③ ④

97. To learn more about science. ① ② ③ ④

98. To learn how people govern themselves. ① ② ③ ④

99. To become a happy person. ① ② ③ ④

100. To develop a personal philosophy related to my work. ① ② ③ ④

101. To understand how science has affected human life. ① ② ③ ④

102. To be able to write an excellent technical report. ① ② ③ ④

103. To identify an appropriate career. ① ② ③ ④

104. To improve my mathematical skills. ① ② ③ ④

105. To learn how to acquire power. ① ② ③ ④

Essential
Important
Somewhat important
Not important

106. To explore the world of ideas. ① ② ③ ④

107. To overcome hesitancy about expressing my views in public. ① ② ③ ④

108. To understand my own interests. ① ② ③ ④

109. To improve my self-confidence in mathematics. ① ② ③ ④

110. To enjoy music. ① ② ③ ④

111.-130.

Please respond to any goal statements provided by your college or instructor here. If no items are supplied, proceed to the next section.

Essential
Important
Somewhat important
Not important

111. ______________________ ① ② ③ ④
112. ______________________ ① ② ③ ④
113. ______________________ ① ② ③ ④
114. ______________________ ① ② ③ ④
115. ______________________ ① ② ③ ④
116. ______________________ ① ② ③ ④
117. ______________________ ① ② ③ ④
118. ______________________ ① ② ③ ④
119. ______________________ ① ② ③ ④
120. ______________________ ① ② ③ ④
121. ______________________ ① ② ③ ④
122. ______________________ ① ② ③ ④
123. ______________________ ① ② ③ ④
124. ______________________ ① ② ③ ④
125. ______________________ ① ② ③ ④
126. ______________________ ① ② ③ ④
127. ______________________ ① ② ③ ④
128. ______________________ ① ② ③ ④
129. ______________________ ① ② ③ ④
130. ______________________ ① ② ③ ④

Types of Activities Pursued in Courses in Your Major

Answer the following questions indicating how often you have carried out each activity in courses in your major field. If the item is not applicable choose "Never."

	Never	Rarely	Sometimes	Very often
1. I read a book related to this field that was not an assigned reading.	①	②	③	④
2. I took detailed notes in class or on reading assignments.	①	②	③	④
3. I enjoyed doing my coursework.	①	②	③	④
4. I thought about applications of the material to other situations.	①	②	③	④
5. I discussed the subject matter of this field with other students for an hour or longer.	①	②	③	④
6. I spent a concentrated period of time—three hours or longer without interruption—studying in this field.	①	②	③	④
7. I looked for some basic organization in course materials.	①	②	③	④
8. I memorized facts, vocabulary, and terminology.	①	②	③	④
9. I spent some time just browsing in the library or bookstore looking for things related to this field.	①	②	③	④
10. I participated in a research project related to this field.	①	②	③	④
11. I told friends about the interesting materials or ideas in the field.	①	②	③	④
12. I underlined major points in the reading.	①	②	③	④
13. I studied at least four hours or longer on coursework during the weekend.	①	②	③	④
14. I tried to see how different facts and ideas fit together.	①	②	③	④
15. I read newspaper items related to coursework.	①	②	③	④
16. I helped another student with coursework.	①	②	③	④
17. I recommended this field to other students.	①	②	③	④
18. I made outlines from class notes or readings.	①	②	③	④
19. I spent five hours or more looking up references in the library and taking notes related to coursework.	①	②	③	④
20. I tried to relate the material to ideas and experiences of my own.	①	②	③	④
21. I am satisfied that study in this field has helped me achieve some of my important goals.	①	②	③	④
22. I related what I learned in this field to my other courses.	①	②	③	④

Student Information I

Please supply the information in the space provided or mark the circle corresponding to your chosen response.

1. Your student number: ____________________

2. Your age last January 1: ________

3. Your sex:

   ① Male ② Female

4. Your ethnic background (optional):

   ① White, non-Hispanic
   ② Black, non-Hispanic
   ③ Hispanic
   ④ Native American/Alaskan native
   ⑤ Asian/Pacific Islander

5. Your year in college:

   ① Freshman
   ② Sophomore
   ③ Junior
   ④ Senior

6. Year you graduated from high school: __________

7. What is your major in college?

   ____

8. How certain are you that this is the major you desire?

   ① Extremely certain
   ② Quite certain
   ③ Somewhat certain
   ④ Not at all certain

9. What is the highest college degree you plan to acquire?

   ____

10. What occupation or profession do you expect to pursue?

    ____

11. How certain are you that this is the occupation or profession you desire?

    ① Extremely certain
    ② Quite certain
    ③ Somewhat certain
    ④ Not at all certain

12. When you entered college how well prepared did you feel you were for college study?

    ① Extremely well prepared
    ② Quite prepared
    ③ Somewhat prepared
    ④ Not at all prepared

13. What is your approximate overall grade point average in college thus far?

    ① D
    ② C-
    ③ C
    ④ C+ or B-
    ⑤ B
    ⑥ B+ or A-
    ⑦ A

Student Information I (continued)

14. With regard to your major, which best indicates your situation since coming to college? (Mark only one.)

① I had no planned major when I entered college and still have none.
② I have discarded the old planned major but have not chosen a new major yet.
③ I had no planned major when I entered college but I have now chosen one.
④ I have changed and chosen a new major.
⑤ I have retained the major I had at entrance.

15. With regard to your career, which best indicates your situation since coming to college? (Mark only one.)

① I had no planned career when I entered college and still have none.
② I have discarded the old planned career but have not chosen a new career yet.
③ I had no planned career when I entered college but I have now chosen one.
④ I have changed and chosen a new career.
⑤ I have retained the career plans I had at entrance.

16. How many courses are you taking this term? __________ courses

17. How many college credits have you completed in each of the following categories : (Do not include the current academic term.) (If you have not completed any college courses, please write zero where the number of credits is requested.)

Number of Credits

_______ 1. Communication (speech, writing)
_______ 2. Literature
_______ 3. Fine arts (art, dance, music, theater)
_______ 4. Biological or physical science
_______ 5. Mathematics, computer science, statistics, economics
_______ 6. Social science (political science, sociology, psychology, anthropology)
_______ 7. Religion, philosophy, values, ethics
_______ 8. History, Western civilization, classics, world cultures
_______ 9. Foreign language
_______ 10. Business
_______ 11. Vocational or trade courses (such as, radiation technology, auto repair, refrigeration, secretarial studies, etc.)
_______ 12. Undergraduate professional courses (such as, nursing, engineering, social work, architecture, etc.)
_______ 13. Other types of courses

Student Information I (continued)

Please respond to any questions provided by your college or instructor for this section on this answer sheet. Enter your response in the space provided below or follow further instructions provided by them. If no items are supplied, proceed to the next section.

18. ______________________________ ① ② ③ ④ ⑤ ⑥
19. ______________________________ ① ② ③ ④ ⑤ ⑥
20. ______________________________ ① ② ③ ④ ⑤ ⑥
21. ______________________________ ① ② ③ ④ ⑤ ⑥
22. ______________________________ ① ② ③ ④ ⑤ ⑥
23. ______________________________ ① ② ③ ④ ⑤ ⑥
24. ______________________________ ① ② ③ ④ ⑤ ⑥
25. ______________________________ ① ② ③ ④ ⑤ ⑥
26. ______________________________ ① ② ③ ④ ⑤ ⑥
27. ______________________________ ① ② ③ ④ ⑤ ⑥
28. ______________________________ ① ② ③ ④ ⑤ ⑥
29. ______________________________ ① ② ③ ④ ⑤ ⑥
30. ______________________________ ① ② ③ ④ ⑤ ⑥
31. ______________________________ ① ② ③ ④ ⑤ ⑥
32. ______________________________ ① ② ③ ④ ⑤ ⑥

Comments

(Use this space to note your thoughts not covered in these items or to make other comments you wish to share.)

Remaining Sections

Your college will provide directions about whether you should complete the remaining sections of this survey.

Feelings About Studying in Your Major

Continue to keep in mind your major field. As you prepare to study or complete assignments in courses in this field, which statements best describe your thoughts and feelings? Mark the circles at the right to show how much each thought is like your own.

	Not at all like me	Somewhat like me	Quite a bit like me	Very much like me
1. In the long run, study in this field will help me to get ahead in the world.	①	②	③	④
2. When I complete a learning activity I usually get a sense of satisfaction.	①	②	③	④
3. In this field, setting long-range goals is important.	①	②	③	④
4. I complete daily learning tasks primarily because I enjoy them.	①	②	③	④
5. I should complete what is expected of a person of my capability.	①	②	③	④
6. I would work hard to get good grades even if I didn't like the coursework.	①	②	③	④
7. I feel obliged to work hard only if I can see the importance of the task.	①	②	③	④
8. I learn best when my instructor makes it clear what the goals of each assignment are.	①	②	③	④
9. I prefer to set short-range goals so that I can get a sense of satisfaction and achievement.	①	②	③	④
10. I believe I should set my own goals rather than accept someone else's goals for me.	①	②	③	④
11. I would rather tackle easy problems than difficult ones.	①	②	③	④
12. Even when study materials are dull and uninteresting, I believe I should keep working until I am finished.	①	②	③	④
13. I learn best if I see a direct relation between my assignments and my long range goals.	①	②	③	④
14. If I sense I can't achieve a goal, I'd rather set one that is easier to reach.	①	②	③	④
15. I find learning in this field is very exciting and challenging.	①	②	③	④
16. I like to plan my learning activities over a long time frame so they will fit together.	①	②	③	④
17. I seldom need to seek advice about what my goals should be.	①	②	③	④
18. Deciding what topics I study should be my own choice rather than my instructor's choice.	①	②	③	④

Expectations/Study Skills in the Major

Please respond to the following statements. Keep in mind your expectations about courses you take in your major field. If you feel the item is not applicable to your major, then choose "Not at all like me."

	Not at all like me	Somewhat like me	Quite a bit like me	Very much like me
1. When I take tests I think of the consequences of failing.	①	②	③	④
2. I have difficulty identifying the most important points in my reading.	①	②	③	④
3. I seldom ask my instructor to clarify concepts that I don't understand well.	①	②	③	④
4. When I take a test I think about items on other parts of the test I can't answer.	①	②	③	④
5. When I study new material, I often skim it to see how it is organized.	①	②	③	④
6. When I study for exams I integrate information from different sources, such as lectures, reading, and discussions.	①	②	③	④
7. When reading I try to relate the material to what I already know.	①	②	③	④
8. I begin with course material but develop my own ideas about the topics.	①	②	③	④
9. I believe I will receive excellent grades.	①	②	③	④
10. When I study a topic, I try to make everything fit together.	①	②	③	④
11. I am confident that I can learn the basic concepts.	①	②	③	④
12. I'm certain that my own ability will result in my being successful.	①	②	③	④
13. When having difficulty recalling something, I make an effort to recall something else that might be related to it.	①	②	③	④
14. I often find that I read assignments but don't know what they are all about.	①	②	③	④
15. I prefer learning activities that are challenging or arouse my curiosity, even if they are difficult.	①	②	③	④
16. It is sometimes hard for me to go on with my work if I am not encouraged.	①	②	③	④
17. When coursework is difficult, I either give up or study only the easy parts.	①	②	③	④
18. If I want to get a good grade, it depends on what I do.	①	②	③	④

Student Information II

Please supply the information in the space provided or mark the circle corresponding to your chosen response.

1. During the academic term,
how many hours per week
are you employed for pay? __________ hours

2. During the academic term,
on the average, how many
hours do you study per week? __________ hours

3. Do you live within walking distance of the campus during academic terms?

① Yes ② No

4. All in all, how satisfied are you with the academic aspects of college?

① Very satisfied
② Quite satisfied
③ Somewhat satisfied
④ Not satisfied

5. All in all, how satisfied are you with the non-academic aspects of college?

① Very satisfied
② Quite satisfied
③ Somewhat satisfied
④ Not satisfied

6. All in all, how satisfied are you with the progress you are making in your major?

① Very satisfied
② Quite satisfied
③ Somewhat satisfied
④ Not satisfied

7. How often, if ever, do you think about dropping out of college?

① Never have thought of it
② Very seldom
③ Occasionally
④ Frequently

8. Which of the following would be most influential in causing you to avoid taking a course? (Mark only one.)

① Not useful in my future career
② Lots of work
③ Teacher poor
④ No challenge - course too easy
⑤ Might fail - course too hard

9. Which of the following is most influential in your choice of career? (Mark only one.)

① My parents value the career highly.
② The career will allow me leisure time.
③ The career pays well.
④ The career is challenging.
⑤ I am sure I can succeed in the career.

Comments:

(Use this space to make any comments you may wish to share.)

Thank you for taking the time to complete this survey.

Student Goals Exploration

Faculty Perspective

NCRIPTAL
NATIONAL CENTER FOR RESEARCH TO IMPROVE POSTSECONDARY TEACHING and LEARNING

Goals in Taking a College Course

The Student Goals Exploration helps college instructors better understand goals of students in their courses. This faculty survey is a companion to that instrument and helps faculty identify the goals they have for their students.

When completing this survey on student goals, focus on a particular course you teach. Fill in the information requested below to describe the course on which you are focusing.

Department: ______________________________ Course title: ______________________________

Desired Goals for This Course

This section of the SGE explores the goals faculty hope their students will have when taking a particular course. On the scales provided at the right indicate how important each goal should be for students in the course. As you answer these questions, please remember to keep in mind the course you specified.

	Not important	Somewhat important	Important	Essential
1. To build a record of achievement of which I can be proud.	①	②	③	④
2. To discover new ways of seeing and doing things.	①	②	③	④
3. To enjoy learning for learning's sake.	①	②	③	④
4. To weigh alternatives when making decisions.	①	②	③	④
5. To see how different facts and ideas fit together.	①	②	③	④
6. To improve my study skills.	①	②	③	④
7. To learn to get along with different kinds of people.	①	②	③	④
8. To recognize broad principles when observing specific events.	①	②	③	④
9. To try to find the basic structure in this field of knowledge.	①	②	③	④
10. To improve my reasoning ability--to recognize assumptions, make logical inferences, and reach correct conclusions.	①	②	③	④
11. To understand how scholars gain new knowledge or understanding.	①	②	③	④
12. To prepare for a life of service to others.	①	②	③	④
13. To develop friendships and loyalties of lasting value.	①	②	③	④
14. To become aware of different philosophies, cultures, and ways of life.	①	②	③	④
15. To learn appropriate social skills for different situations.	①	②	③	④
16. To develop the ability to work well with others in a group.	①	②	③	④
17. To be able to discuss current political and social issues.	①	②	③	④
18. To develop a broader vision of the world.	①	②	③	④
19. To learn to organize my thoughts.	①	②	③	④
20. To develop personal independence.	①	②	③	④
21. To learn skills that enrich my daily life.	①	②	③	④
22. To listen effectively to what others are saying.	①	②	③	④
23. To develop the capacity to change as times change.	①	②	③	④
24. To develop respect for and sensitivity to the views of others.	①	②	③	④
25. To improve my writing abilities--to develop clear, correct, and effective communication.	①	②	③	④
26. To become better informed as a citizen.	①	②	③	④
27. To develop a philosophy of life.	①	②	③	④
28. To understand events that people have tried to explain.	①	②	③	④
29. To learn how things change over time.	①	②	③	④
30. To develop the ability to see relationships, similarities, and differences among ideas.	①	②	③	④
31. To draw my own conclusions.	①	②	③	④

	Not important	Somewhat important	Important	Essential
32. To appreciate individuality and independence of thought and action.	①	②	③	④
33. To find problems and solutions in literature and film that apply to my own life.	①	②	③	④
34. To understand how humans have learned to cope with nature.	①	②	③	④
35. To become more broadminded.	①	②	③	④
36. To weigh and question the opinions of experts and authorities.	①	②	③	④
37. To understand the world around me.	①	②	③	④
38. To be able to make ethical and moral choices.	①	②	③	④
39. To predict specific events from broad principles.	①	②	③	④
40. To understand the way researchers investigate questions.	①	②	③	④
41. To increase my self-confidence or sense of self-worth.	①	②	③	④
42. To use my imagination.	①	②	③	④
43. To develop a capacity for self-evaluation.	①	②	③	④
44. To help others who need my skills or services.	①	②	③	④
45. To understand current issues in this field.	①	②	③	④
46. To understand specific facts in this field.	①	②	③	④
47. To learn things that will stimulate me to learn more on my own.	①	②	③	④
48. To learn how to work for important causes.	①	②	③	④
49. To make effective decisions.	①	②	③	④
50. To be able to debate both sides of an issue effectively.	①	②	③	④
51. To gain information that will be useful after college in my family life.	①	②	③	④
52. To interpret evidence.	①	②	③	④
53. To understand the complexity of the world.	①	②	③	④
54. To achieve social status or prestige.	①	②	③	④
55. To be able to perform credibly in my chosen occupation.	①	②	③	④
56. To learn to accept challenges.	①	②	③	④
57. To meet requirements necessary to enter professional or graduate school.	①	②	③	④

	Not important	Somewhat important	Important	Essential
58. To gain information directly useful in my current or future career.	①	②	③	④
59. To learn to solve problems.	①	②	③	④
60. To gain a global or international perspective.	①	②	③	④
61. To use the skills and abilities I have more effectively.	①	②	③	④
62. To improve my reading skills.	①	②	③	④
63. To improve my skills in communicating by electronic means such as computers.	①	②	③	④
64. To become a knowledgeable consumer.	①	②	③	④
65. To develop my creative talents.	①	②	③	④
66. To enjoy works of art.	①	②	③	④
67. To develop closer relationships with others.	①	②	③	④
68. To help secure world peace.	①	②	③	④
69. To understand the causes of war and peace.	①	②	③	④
70. To try to answer unsolved questions.	①	②	③	④
71. To understand scientific principles and concepts.	①	②	③	④
72. To learn how people have solved social problems.	①	②	③	④
73. To have fun.	①	②	③	④
74. To achieve job security.	①	②	③	④
75. To develop leisure time interests.	①	②	③	④
76. To help improve gender and racial equality.	①	②	③	④
77. To enjoy film.	①	②	③	④
78. To learn to interpret numerical data.	①	②	③	④
79. To create a composition, artistic work, or invention that no one has ever created before.	①	②	③	④
80. To contribute to the improvement of human welfare.	①	②	③	④
81. To establish important contacts for the future.	①	②	③	④
82. To promote international harmony.	①	②	③	④
83. To increase my power to persuade others.	①	②	③	④
84. To improve my speaking abilities.	①	②	③	④
85. To learn how to use library facilities and other informational sources.	①	②	③	④
86. To improve my ability to handle stress.	①	②	③	④
87. To eventually become an expert in my chosen field.	①	②	③	④

No.	Statement	Not important	Somewhat important	Important	Essential
88.	To investigate the unknown.	①	②	③	④
89.	To establish standards of behavior.	①	②	③	④
90.	To become aware of the consequences of new applications in science and technology.	①	②	③	④
91.	To understand my own abilities and limitations.	①	②	③	④
92.	To develop keener awareness of my environment.	①	②	③	④
93.	To succeed in business.	①	②	③	④
94.	To develop my leadership abilities.	①	②	③	④
95.	To acquire greater decision-making responsibility in my job.	①	②	③	④
96.	To understand how culture has developed.	①	②	③	④
97.	To learn more about science.	①	②	③	④
98.	To learn how people govern themselves.	①	②	③	④
99.	To become a happy person.	①	②	③	④
100.	To develop a personal philosophy related to my work.	①	②	③	④
101.	To understand how science has affected human life.	①	②	③	④
102.	To be able to write an excellent technical report.	①	②	③	④
103.	To identify an appropriate career.	①	②	③	④
104.	To improve my mathematical skills.	①	②	③	④
105.	To learn how to acquire power.	①	②	③	④
106.	To explore the world of ideas.	①	②	③	④
107.	To overcome hesitancy about expressing my views in public.	①	②	③	④
108.	To understand my own interests.	①	②	③	④
109.	To improve my self-confidence in mathematics.	①	②	③	④
110.	To enjoy music.	①	②	③	④

(You may add other important goal statements in the spaces provided on page 4 of this survey.)

Notes/Comments:

(If you have notes or comments, please use the space below. Then proceed to the final page of this survey.)

111.-130.

Please add other important goal statements for your course here.

		Not important	Somewhat important	Important	Essential
111.		①	②	③	④
112.		①	②	③	④
113.		①	②	③	④
114.		①	②	③	④
115.		①	②	③	④
116.		①	②	③	④
117.		①	②	③	④
118.		①	②	③	④
119.		①	②	③	④
120.		①	②	③	④
121.		①	②	③	④
122.		①	②	③	④
123.		①	②	③	④
124.		①	②	③	④
125.		①	②	③	④
126.		①	②	③	④
127.		①	②	③	④
128.		①	②	③	④
129.		①	②	③	④
130.		①	②	③	④

Course Information

The following information may be useful if your college or university is conducting any studies of student goals broader than a single course. Complete any parts of the course description below that are appropriate for use on your campus.

1. Level of course?

   ① Introductory
   ② Intermediate
   ③ Advanced
   ④ Senior seminar or capstone

2. Type of course?

   ① Lecture
   ② Seminar
   ③ Combination

3. Approximate number of students in course: ________

4. Approximate number of students in the section you teach: ________

5. Reasons students take this course:

	Least common	Common	Most common
a. Required for major	①	②	③
b. Required for general education or core	①	②	③
c. Elective	①	②	③

The SGE was developed by the Research Program on Curriculum: Influences and Impacts at the National Center for Research to Improve Postsecondary Teaching and Learning, 2400 School of Education Building, University of Michigan, Ann Arbor, Michigan 48109-1259. The Center is funded by the University of Michigan and the U. S. Department of Education's Office of Educational Research and Improvement under OERI grant number G008690010.

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APPENDIXES

Appendix 1. Computer Coding and Data Processing Instructions - Classroom Research Versions

APPENDIX 1

Computer Coding and Data Processing Instructions

Classroom Research Guide
Preliminary Edition

STUDENT GOALS EXPLORATION USER'S MANUAL

NCRIPTAL

NATIONAL CENTER FOR
RESEARCH TO IMPROVE
POSTSECONDARY
TEACHING and LEARNING

National Center for Research to Improve
Postsecondary Teaching and Learning
(NCRIPTAL)

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Computer Coding and Data Processing Instructions
for the
Classroom Research Guide

Student Goals Exploration User's Manual
Preliminary Version

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A. SGE VERSION CR CODEBOOKS

1. SGE VERSION CR-1 CODEBOOK

Student Goals Exploration Version CR-1 CODEBOOK 10/2/90

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
GOALS IN ATTENDING COLLEGE						
v1	1	c1.ac1	better job	1-4	L1.1	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		
v2	2	c1.ac2	general education	1-4	L1.2	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		
v3	3	c1.ac3	expert	1-4	L1.3	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		
v4	4	c1.ac4	study skills	1-4	L1.4	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		
v5	5	c1.ac5	prep life	1-4	L1.5	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		
v6	6	c1.ac6	get away	1-4	L1.6	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		
v7	7	c1.ac7	cultured	1-4	L1.7	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		
v8	8	c1.ac8	some to do	1-4	L1.8	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		
v9	9	c1.ac9	money	1-4	L1.9	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		
v10	10	c1.ac10	success career	1-4	L1.10	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		
v11	11	c1.ac11	knowledge	1-4	L1.11	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		
v12	12	c1.ac12	interesting things	1-4	L1.12	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		
v13	13	c1.ac13	grad/prof school	1-4	L1.13	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		
v14	14	c1.ac14	family expects	1-4	L1.14	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		
v15	15	c1.ac15	be with friends	1-4	L1.15	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		
v16	16	c1.ac16	citizen	1-4	L1.16	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		
v17	17	c1.ac17	creative	1-4	L1.17	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		
v18	18	c1.ac18	serve society	1-4	L1.18	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		
v19	19	c1.ac19	social position	1-4	L1.19	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		
v20	20	c1.ac20	_________	1-4	L1.20	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v21	21	c1.ac21	_________	1-4	L1.21	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		
v22	22	c1.ac22	_________	1-4	L1.22	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		
v23	23	c1.ac23	_________	1-4	L1.23	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		
v24	24	c1.ac24	_________	1-4	L1.24	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		
v25	25	c1.ac25	_________	1-4	L1.25	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		

GOALS IN ATTENDING COLLEGE (continued)

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v26	1	c1.co1	world better	1-4	L1.26	F1.0
				1=not 2=smwhat 3=quite 4=very 9=miss		
v27	2	c1.co2	think effectively	1-4	L1.27	F1.0
				1=not 2=smwhat 3=quite 4=very 9=miss		
v28	3	c1.co3	achieve objectives	1-4	L1.28	F1.0
				1=not 2=smwhat 3=quite 4=very 9=miss		
v29	4	c1.co4	vocational goals	1-4	L1.29	F1.0
				1=not 2=smwhat 3=quite 4=very 9=miss		
v30	5	c1.co5	personally enrich	1-4	L1.30	F1.0
				1=not 2=smwhat 3=quite 4=very 9=miss		
v31	6	c1.co6	great ideas	1-4	L1.31	F1.0
				1=not 2=smwhat 3=quite 4=very 9=miss		
v32	7	c1.co7	clarify values	1-4	L1.32	F1.0
				1=not 2=smwhat 3=quite 4=very 9=miss		

GOALS IN TAKING THIS COURSE

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v33		c1.field	course considered	0001-9999	L1.33-36	F4.0
				use HEGIS codes or attached list		
v34		c1.numb	course number	001-998 999=miss	L1.37-39	F3.0
v35		c1.reas1	required	0-1 0=no check	L1.40 1=check	F1.0
v36		c1.reas2	fit	0-1 0=no check	L1.41 1=check	F1.0
v37		c1.reas3	best	0-1 0=no check	L1.42 1=check	F1.0
v38	1	c1.gc1	record of achieve	1-4	L1.43	F1.0
				1=notimp 2=SomImp 3=imp 4=Essntl 9=miss		
v39	2	c1.gc2	new ways of seeing	1-4	L1.44	F1.0
				1=notimp 2=SomImp 3=imp 4=Essntl 9=miss		

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v40	3	c1.gc3	learnings sake 1=notimp 2=SomImp 3=imp 4=Essntl 9=miss	1-4	L1.45	F1.0
v41	4	c1.gc4	weigh alternatives 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.46	F1.0
v42	5	c1.gc5	ideas fit together 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.47	F1.0
v43	6	c1.gc6	imp study skills 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.48	F1.0
v44	7	c1.gc7	diff kinds people 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.49	F1.0
v45	8	c1.gc8	broad principles 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.50	F1.0
v46	9	c1.gc9	structure knowledge 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.51	F1.0
v47	10	c1.gc10	reasoning ability 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.52	F1.0
v48	11	c1.gc11	scholar gain knowl 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.53	F1.0
v49	12	c1.gc12	life of service 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.54	F1.0
v50	13	c1.gc13	friendships 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.55	F1.0
v51	14	c1.gc14	philosophies/cultures 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.56	F1.0
v52	15	c1.gc15	social skills 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.57	F1.0
v53	16	c1.gc16	work in group 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.58	F1.0
v54	17	c1.gc17	discuss issues 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.59	F1.0
v55	18	c1.gc18	broader vision 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.60	F1.0
v56	19	c1.gc19	organize thoughts 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.61	F1.0
v57	20	c1.gc20	personal independ 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.62	F1.0
v58	21	c1.gc21	learn daily skills 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.63	F1.0
v59	22	c1.gc22	listen effectively 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.64	F1.0
v60	23	c1.gc23	adapt with changes 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.65	F1.0
v61	24	c1.gc24	respect sensitivity 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.66	F1.0
v62	25	c1.gc25	improve writing 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.67	F1.0

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v63	26	c1.gc26	informed citizen 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.68	F1.0
v64	27	c1.gc27	philosophy of life 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.69	F1.0
v65	28	c1.gc28	understand events 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.70	F1.0
v66	29	c1.gc29	how things change 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.71	F1.0
v67	30	c1.gc30	see relationships 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.72	F1.0
v68	31	c1.gc31	draw conclusions 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.73	F1.0
v69	32	c1.gc32	apprec indiv action 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.74	F1.0
v70	33	c1.gc33	apply FNA to life 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.75	F1.0
v71	34	c1.gc34	human cope w/nature 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.76	F1.0
v72	35	c1.gc35	become broadminded 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.77	F1.0
v73	36	c1.gc36	question experts 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.78	F1.0
v74	37	c1.gc37	understand world 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.79	F1.0
v75	38	c1.gc38	ethical and moral 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.80	F1.0
v76	39	c1.gc39	predict events 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.1	F1.0
v77	40	c1.gc40	research investigate 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.2	F1.0
v78	41	c1.gc41	self confidence 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.3	F1.0
v79	42	c1.gc42	imagination 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.4	F1.0
v80	43	c1.gc43	self evaluation 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.5	F1.0
v81	44	c1.gc44	help others 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.6	F1.0
v82	45	c1.gc45	current issues 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.7	F1.0
v83	46	c1.gc46	specific facts 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.8	F1.0
v84	47	c1.gc47	stimulate learning 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.9	F1.0
v85	48	c1.gc48	work for causes 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.10	F1.0

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v86	49	c1.gc49	effective decisions 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.11	F1.0
v87	50	c1.gc50	debate issues 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.12	F1.0
v88	51	c1.gc51	gain information 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.13	F1.0
v89	52	c1.gc52	interpret evidence 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.14	F1.0
v90	53	c1.gc53	complexity of world 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.15	F1.0
v91	54	c1.gc54	social status 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.16	F1.0
v92	55	c1.gc55	perform credibly 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.17	F1.0
v93	56	c1.gc56	accept challenges 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.18	F1.0
v94	57	c1.gc57	prof or grad school 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.19	F1.0
v95	58	c1.gc58	gain career info 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.20	F1.0
v96	59	c1.gc59	solve problems 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.21	F1.0
v97	60	c1.gc60	global perspective 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.22	F1.0
v98	61	c1.gc61	skills/abilities 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.23	F1.0
v99	62	c1.gc62	reading skills 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.24	F1.0
v100	63	c1.gc63	electronic skills 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.25	F1.0
v101	64	c1.gc64	consumer 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.26	F1.0
v102	65	c1.gc65	creative talents 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.27	F1.0
v103	66	c1.gc66	works of art 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.28	F1.0
v104	67	c1.gc67	closer relationships 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.29	F1.0
v105	68	c1.gc68	secure world peace 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.30	F1.0
v106	69	c1.gc69	causes of war/peace 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.31	F1.0
v107	70	c1.gc70	unsolved questions 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.32	F1.0
v108	71	c1.gc71	scientific principles 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.33	F1.0

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v109	72	c1.gc72	social problems 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.34	F1.0
v110	73	c1.gc73	have fun 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.35	F1.0
v111	74	c1.gc74	job security 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.36	F1.0
v112	75	c1.gc75	leisure interests 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.37	F1.0
v113	76	c1.gc76	gender/race equity 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.38	F1.0
v114	77	c1.gc77	enjoy film 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.39	F1.0
v115	78	c1.gc78	numerical data 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.40	F1.0
v116	79	c1.gc79	artistic work 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.41	F1.0
v117	80	c1.gc80	human welfare 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.42	F1.0
v118	81	c1.gc81	contacts for future 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.43	F1.0
v119	82	c1.gc82	internat'l harmony 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.44	F1.0
v120	83	c1.gc83	persuade others 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.45	F1.0
v121	84	c1.gc84	speaking abilities 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.46	F1.0
v122	85	c1.gc85	library facilities 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.47	F1.0
v123	86	c1.gc86	handle stress 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.48	F1.0
v124	87	c1.gc87	expert in field 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.49	F1.0
v125	88	c1.gc88	investigate unknown 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.50	F1.0
v126	89	c1.gc89	standards behavior 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.51	F1.0
v127	90	c1.gc90	conseq technology 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.52	F1.0
v128	91	c1.gc91	ability limitations 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.53	F1.0
v129	92	c1.gc92	aware environment 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.54	F1.0
v130	93	c1.gc93	succeed in business 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.55	F1.0
v131	94	c1.gc94	leadership ability 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.56	F1.0

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v132	95	c1.gc95	decision responsibility 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.57	F1.0
v133	96	c1.gc96	culture developed 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.58	F1.0
v134	97	c1.gc97	learn about science 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.59	F1.0
v135	98	c1.gc98	people govern 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.60	F1.0
v136	99	c1.gc99	happy person 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.61	F1.0
v137	100	c1.gc100	work philosophy 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.62	F1.0
v138	101	c1.gc101	science affects life 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.63	F1.0
v139	102	c1.gc102	technical report 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.64	F1.0
v140	103	c1.gc103	approp career 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.65	F1.0
v141	104	c1.gc104	math skills 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.66	F1.0
v142	105	c1.gc105	acquire power 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.67	F1.0
v143	106	c1.gc106	explore ideas 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.68	F1.0
v144	107	c1.gc107	overcome hesitancy 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.69	F1.0
v145	108	c1.gc108	understand interests 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.70	F1.0
v146	109	c1.gc109	improve conf in math 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.71	F1.0
v147	110	c1.gc110	enjoy music 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.72	F1.0
v148	111	c1.gc111	_________ 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.73	F1.0
v149	112	c1.gc112	_________ 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.74	F1.0
v150	113	c1.gc113	_________ 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.75	F1.0
v151	114	c1.gc114	_________ 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.76	F1.0
v152	115	c1.gc115	_________ 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.77	F1.0
v153	116	c1.gc116	_________ 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.78	F1.0
v154	117	c1.gc117	_________ 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.79	F1.0

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v155	118	c1.gc118	__________	1-4	L2.80	F1.0
			1=notimp 2=somimp 3=imp 4=essntl 9=miss			
v156	119	c1.gc119	__________	1-4	L3.1	F1.0
			1=notimp 2=somimp 3=imp 4=essntl 9=miss			
v157	120	c1.gc120	__________	1-4	L3.2	F1.0
			1=notimp 2=somimp 3=imp 4=essntl 9=miss			
v158	121	c1.gc121	__________	1-4	L3.3	F1.0
			1=notimp 2=somimp 3=imp 4=essntl 9=miss			
v159	122	c1.gc122	__________	1-4	L3.4	F1.0
			1=notimp 2=somimp 3=imp 4=essntl 9=miss			
v160	123	c1.gc123	__________	1-4	L3.5	F1.0
			1=notimp 2=somimp 3=imp 4=essntl 9=miss			
v161	124	c1.gc124	__________	1-4	L3.6	F1.0
			1=notimp 2=somimp 3=imp 4=essntl 9=miss			
v162	125	c1.gc125	__________	1-4	L3.7	F1.0
			1=notimp 2=somimp 3=imp 4=essntl 9=miss			
v163	126	c1.gc126	__________	1-4	L3.8	F1.0
			1=notimp 2=somimp 3=imp 4=essntl 9=miss			
v164	127	c1.gc127	__________	1-4	L3.9	F1.0
			1=notimp 2=somimp 3=imp 4=essntl 9=miss			
v165	128	c1.gc128	__________	1-4	L3.10	F1.0
			1=notimp 2=somimp 3=imp 4=essntl 9=miss			
v166	129	c1.gc129	__________	1-4	L3.11	F1.0
			1=notimp 2=somimp 3=imp 4=essntl 9=miss			
v167	130	c1.gc130	__________	1-4	L3.12	F1.0
			1=notimp 2=somimp 3=imp 4=essntl 9=miss			

STUDENT INFORMATION I

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v168	1	c1.num	student number	1-99999	L3.13-17	F5.0
v169	2	c1.age	age last January	17-98 99=miss	L3.18-19	F2.0
v170	3	c1.sex	gender	1-2	L3.20	F1.0
			1=Male 2=Female 9=miss			
v171	4	c1.ethn	ethnic background	1-5	L3.21	F1.0
			1=White 2=Black 3=Hispan 4=NatAm 5=Asian 9=miss			
v172	5	c1.year	year in college	1-4	L3.22	F1.0
			1=fresh 2=soph 3=jr 4=sr 9=miss			
v173	6	c1.grad	HS grad year	10-98 99=miss	L3.23-24	F2.0
v174	7	c1.major	major	0001-9999	L3.25-28	F4.0
	useHEGIS or IPEDS major codes or refer to attached list					
v175	8	c1.cert	certain of major	1-4	L3.29	F1.0
			1=extrem 2=quite 3=somwht 4=not 9=miss			

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v176	9	c1.high	highest degree	00-98	L3.30-31	F2.0
				01=voc. ct. 02=AA 03=BA/BS 04=MA/MS 05= JD/LLB 06=MD/DDS 07= PhD etc 98=dknow 99=miss		
v177	10	c1.occ	expected occupation	00-98	L3.32-33	F2.0
			see attached list of occupations	99=miss		
v178	11	c1.occt	certain of occuptn	1-4	L3.34	F1.0
				1=extrem 2=quite 3=smwhat 4=not 9=miss		
v179	12	c1.prep	prep for college	1-4	L3.35	F1.0
				1=extrem 2=quite 3=smwhat 4=not 9=miss		
v180	13	c1.crse	courses this term	1-8	L3.36	F1.0
				9=miss		
v181	14	c1.stu1	__________	1-6	L3.37	F1.0
v182	15	c1.stu2	__________	1-6	L3.38	F1.0
v183	16	c1.stu3	__________	1-6	L3.39	F1.0
v184	17	c1.stu4	__________	1-6	L3.40	F1.0
v185	18	c1.stu5	__________	1-6	L3.41	F1.0
v186	19	c1.stu6	__________	1-6	L3.42	F1.0
v187	20	c1.stu7	__________	1-6	L3.43	F1.0
v188	21	c1.stu8	__________	1-6	L3.44	F1.0
v189	22	c1.stu9	__________	1-6	L3.45	F1.0
v190	23	c1.stu10	__________	1-6	L3.46	F1.0
v191	24	c1.stu11	__________	1-6	L3.47	F1.0
v192	25	c1.stu12	__________	1-6	L3.48	F1.0
v193	26	c1.stu13	__________	1-6	L3.49	F1.0
v194	27	c1.stu14	__________	1-6	L3.50	F1.0
v195	28	c1.stu15	__________	1-6	L3.51	F1.0

FEELINGS ABOUT STUDYING IN THIS COURSE

v196	1	c1.fas1	study to get ahead	1-4	L3.52	F1.0
				1=not 2=smwhat 3=quite 4=very 9=miss		
v197	2	c1.fas2	sense satisfaction	1-4	L3.53	F1.0
				1=not 2=smwhat 3=quite 4=very 9=miss		
v198	3	c1.fas3	long range goals	1-4	L3.54	F1.0
				1=not 2=smwhat 3=quite 4=very 9=miss		
v199	4	c1.fas4	daily learning tasks	1-4	L3.55	F1.0
				1=not 2=smwhat 3=quite 4=very 9=miss		
v200	5	c1.fas5	complete expected	1-4	L3.56	F1.0
				1=not 2=smwhat 3=quite 4=very 9=miss		
v201	6	c1.fas6	work to get grades	1-4	L3.57	F1.0
				1=not 2=smwhat 3=quite 4=very 9=miss		
v202	7	c1.fas7	work if import.	1-4	L3.58	F1.0
				1=not 2=smwhat 3=quite 4=very 9=miss		

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v203	8	c1.fas8	clear assign 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.59	F1.0
v204	9	c1.fas9	short range goals 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.60	F1.0
v205	10	c1.fas10	set own goals 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.61	F1.0
v206	11	c1.fas11	prefer easy probs 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.62	F1.0
v207	12	c1.fas12	work even if dull 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.63	F1.0
v208	13	c1.fas13	relate assgn goal 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.64	F1.0
v209	14	c1.fas14	set easier goals 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.65	F1.0
v210	15	c1.fas15	learn is exciting 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.66	F1.0
v211	16	c1.fas16	plan activities 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.67	F1.0
v212	17	c1.fas17	seldom seek advice 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.68	F1.0
v213	18	c1.fas18	topics own choice 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.69	F1.0

EXPECTATIONS/STUDY SKILLS IN THIS COURSE

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v214	1	c1.ess1	consequences fail 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.70	F1.0
v215	2	c1.ess2	important points 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.71	F1.0
v216	3	c1.ess3	clarify concepts 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.72	F1.0
v217	4	c1.ess4	items cant answer 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.73	F1.0
v218	5	c1.ess5	skim material 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.74	F1.0
v219	6	c1.ess6	study/integ exams 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.75	F1.0
v220	7	c1.ess7	relate readings 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.76	F1.0
v221	8	c1.ess8	course material 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.77	F1.0
v222	9	c1.ess9	expect good grades 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.78	F1.0
v223	10	c1.ess10	fit together 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.79	F1.0
v224	11	c1.ess11	basic concepts 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.80	F1.0

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v225	12	c1.ess12	expect success	1-4 1=not 2=smwhat 3=quite 4=very 9=miss	L4.1	F1.0
v226	13	c1.ess13	recall and relate	1-4 1=not 2=smwhat 3=quite 4=very 9=miss	L4.2	F1.0
v227	14	c1.ess14	dont get readings	1-4 1=not 2=smwhat 3=quite 4=very 9=miss	L4.3	F1.0
v228	15	c1.ess15	prefer challenge	1-4 1=not 2=smwhat 3=quite 4=very 9=miss	L4.4	F1.0
v229	16	c1.ess16	need encouragement	1-4 1=not 2=smwhat 3=quite 4=very 9=miss	L4.5	F1.0
v230	17	c1.ess17	give up easily	1-4 1=not 2=smwhat 3=quite 4=very 9=miss	L4.6	F1.0
v231	18	c1.ess18	good grade I do	1-4 1=not 2=smwhat 3=quite 4=very 9=miss	L4.7	F1.0

STUDENT INFORMATION II

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v232	1	c1.empl	hours employed	00-98 99=miss	L4.8-9	F2.0
v233	2	c1.study	hours studying	00-98 99=miss	L4.10-11	F2.0
v234	3	c1.live	walking distance	1-2 1=yes 2=no 9=miss	L4.12	F1.0
v235	4	c1.sacad	satisfied academics	1-4 1=very 2=quite 3=smwht 4=not 9=miss	L4.13	F1.0
v236	5	c1.sanon	satisfied nonacad	1-4 1=very 2=quite 3=smwht 4=not 9=miss	L4.14	F1.0
v237	6	c1.samaj	satisfied major	1-4 1=very 2=quite 3=smwht 4=not 9=miss	L4.15	F1.0
v238	7	c1.drop	think of drop out	1-4 1=never 2=seldom 3=occass 4=freq 9=miss	L4.16	F1.0
v239	8	c1.infcar	influence career	1-5 1=parent 2=leisur 3=pay 4=chalng 5=succd 9=miss	L4.17	F1.0

2. SGE VERSION CR-2 CODEBOOK

Student Goals Exploration Version CR-2 CODEBOOK 10/2/90

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
GOALS IN ATTENDING COLLEGE						
v1	1	c2.ac1	better job	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L1.1	F1.0
v2	2	c2.ac2	general education	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L1.2	F1.0
v3	3	c2.ac3	expert	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L1.3	F1.0
v4	4	c2.ac4	study skills	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L1.4	F1.0
v5	5	c2.ac5	prep life	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L1.5	F1.0
v6	6	c2.ac6	get away	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L1.6	F1.0
v7	7	c2.ac7	cultured	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L1.7	F1.0
v8	8	c2.ac8	some to do	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L1.8	F1.0
v9	9	c2.ac9	money	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L1.9	F1.0
v10	10	c2.ac10	success career	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L1.10	F1.0
v11	11	c2.ac11	knowledge	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L1.11	F1.0
v12	12	c2.ac12	interesting things	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L1.12	F1.0
v13	13	c2.ac13	grad/prof school	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L1.13	F1.0
v14	14	c2.ac14	family expects	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L1.14	F1.0
v15	15	c2.ac15	be with friends	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L1.15	F1.0
v16	16	c2.ac16	citizen	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L1.16	F1.0
v17	17	c2.ac17	creative	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L1.17	F1.0
v18	18	c2.ac18	serve society	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L1.18	F1.0
v19	19	c2.ac19	social position	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L1.19	F1.0
v20	20	c2.ac20	---------	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L1.20	F1.0

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v21	21	c2.ac21	_________	1-4	L1.21	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		
v22	22	c2.ac22	_________	1-4	L1.22	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		
v23	23	c2.ac23	_________	1-4	L1.23	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		
v24	24	c2.ac24	_________	1-4	L1.24	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		
v25	25	c2.ac25	_________	1-4	L1.25	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		

GOALS IN ATTENDING COLLEGE (continued)

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v26	1	c2.co1	world better	1-4	L1.26	F1.0
				1=not 2=smwhat 3=quite 4=very 9=miss		
v27	2	c2.co2	think effectively	1-4	L1.27	F1.0
				1=not 2=smwhat 3=quite 4=very 9=miss		
v28	3	c2.co3	achieve objectives	1-4	L1.28	F1.0
				1=not 2=smwhat 3=quite 4=very 9=miss		
v29	4	c2.co4	vocational goals	1-4	L1.29	F1.0
				1=not 2=smwhat 3=quite 4=very 9=miss		
v30	5	c2.co5	personally enrich	1-4	L1.30	F1.0
				1=not 2=smwhat 3=quite 4=very 9=miss		
v31	6	c2.co6	great ideas	1-4	L1.31	F1.0
				1=not 2=smwhat 3=quite 4=very 9=miss		
v32	7	c2.co7	clarify values	1-4	L1.32	F1.0
				1=not 2=smwhat 3=quite 4=very 9=miss		

GOALS IN TAKING THIS COURSE

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v33		c2.field	course considered	0001-9999	L1.33-36	F4.0
				use HEGIS codes or see attached list		
v34		c2.numb	course number	001-998	L1.37-39	F3.0
				999=miss		
v35		c2.reas1	required	0-1	L1.40	F1.0
				0=no check	1=check	
v36		c2.reas2	fit	0-1	L1.41	F1.0
				0=no check	1=check	
v37		c2.reas3	best	0-1	L1.42	F1.0
				0=no check	1=check	
v38	1	c2.gc1	record of achieve	1-4	L1.43	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		
v39	2	c2.gc2	new ways of seeing	1-4	L1.44	F1.0
				1=notimp 2=somimp 3=imp 4=essntl 9=miss		

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v40	3	c2.gc3	learnings sake 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.45	F1.0
v41	4	c2.gc4	weigh alternatives 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.46	F1.0
v42	5	c2.gc5	ideas fit together 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.47	F1.0
v43	6	c2.gc6	imp study skills 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.48	F1.0
v44	7	c2.gc7	diff kinds people 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.49	F1.0
v45	8	c2.gc8	broad principles 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.50	F1.0
v46	9	c2.gc9	structure knowledge 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.51	F1.0
v47	10	c2.gc10	reasoning ability 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.52	F1.0
v48	11	c2.gc11	scholar gain knowl 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.53	F1.0
v49	12	c2.gc12	life of service 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.54	F1.0
v50	13	c2.gc13	friendships 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.55	F1.0
v51	14	c2.gc14	philosophies/cultures 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.56	F1.0
v52	15	c2.gc15	social skills 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.57	F1.0
v53	16	c2.gc16	work in group 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.58	F1.0
v54	17	c2.gc17	discuss issues 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.59	F1.0
v55	18	c2.gc18	broader vision 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.60	F1.0
v56	19	c2.gc19	organize thoughts 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.61	F1.0
v57	20	c2.gc20	personal independ 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.62	F1.0
v58	21	c2.gc21	learn daily skills 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.63	F1.0
v59	22	c2.gc22	listen effectively 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.64	F1.0
v60	23	c2.gc23	adapt with changes 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.65	F1.0
v61	24	c2.gc24	respect sensitivity 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.66	F1.0
v62	25	c2.gc25	improve writing 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.67	F1.0

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v63	26	c2.gc26	informed citizen 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.68	F1.0
v64	27	c2.gc27	philosophy of life 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.69	F1.0
v65	28	c2.gc28	understand events 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.70	F1.0
v66	29	c2.gc29	how things change 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.71	F1.0
v67	30	c2.gc30	see relationships 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.72	F1.0
v68	31	c2.gc31	draw conclusions 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.73	F1.0
v69	32	c2.gc32	apprec indiv action 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.74	F1.0
v70	33	c2.gc33	apply FNA to life 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.75	F1.0
v71	34	c2.gc34	human cope w/nature 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.76	F1.0
v72	35	c2.gc35	become broadminded 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.77	F1.0
v73	36	c2.gc36	question experts 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.78	F1.0
v74	37	c2.gc37	understand world 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.79	F1.0
v75	38	c2.gc38	ethical and moral 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L1.80	F1.0
v76	39	c2.gc39	predict events 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.1	F1.0
v77	40	c2.gc40	research investigate 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.2	F1.0
v78	41	c2.gc41	self confidence 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.3	F1.0
v79	42	c2.gc42	imagination 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.4	F1.0
v80	43	c2.gc43	self evaluation 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.5	F1.0
v81	44	c2.gc44	help others 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.6	F1.0
v82	45	c2.gc45	current issues 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.7	F1.0
v83	46	c2.gc46	specific facts 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.8	F1.0
v84	47	c2.gc47	stimulate learning 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.9	F1.0
v85	48	c2.gc48	work for causes 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.10	F1.0

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v86	49	c2.gc49	effective decisions 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.11	F1.0
v87	50	c2.gc50	debate issues 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.12	F1.0
v88	51	c2.gc51	gain information 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.13	F1.0
v89	52	c2.gc52	interpret evidence 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.14	F1.0
v90	53	c2.gc53	complexity of world 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.15	F1.0
v91	54	c2.gc54	social status 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.16	F1.0
v92	55	c2.gc55	perform credibly 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.17	F1.0
v93	56	c2.gc56	accept challenges 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.18	F1.0
v94	57	c2.gc57	prof or grad school 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.19	F1.0
v95	58	c2.gc58	gain career info 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.20	F1.0
v96	59	c2.gc59	solve problems 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.21	F1.0
v97	60	c2.gc60	global perspective 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.22	F1.0
v98	61	c2.gc61	skills/abilities 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.23	F1.0
v99	62	c2.gc62	reading skills 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.24	F1.0
v100	63	c2.gc63	electronic skills 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.25	F1.0
v101	64	c2.gc64	consumer 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.26	F1.0
v102	65	c2.gc65	creative talents 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.27	F1.0
v103	66	c2.gc66	works of art 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.28	F1.0
v104	67	c2.gc67	closer relationships 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.29	F1.0
v105	68	c2.gc68	secure world peace 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.30	F1.0
v106	69	c2.gc69	causes of war/peace 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.31	F1.0
v107	70	c2.gc70	unsolved questions 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.32	F1.0
v108	71	c2.gc71	scientific principles 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.33	F1.0

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v109	72	c2.gc72	social problems 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.34	F1.0
v110	73	c2.gc73	have fun 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.35	F1.0
v111	74	c2.gc74	job security 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.36	F1.0
v112	75	c2.gc75	leisure interests 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.37	F1.0
v113	76	c2.gc76	gender/race equity 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.38	F1.0
v114	77	c2.gc77	enjoy film 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.39	F1.0
v115	78	c2.gc78	numerical data 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.40	F1.0
v116	79	c2.gc79	artistic work 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.41	F1.0
v117	80	c2.gc80	human welfare 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.42	F1.0
v118	81	c2.gc81	contacts for future 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.43	F1.0
v119	82	c2.gc82	internatl harmony 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.44	F1.0
v120	83	c2.gc83	persuade others 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.45	F1.0
v121	84	c2.gc84	speaking abilities 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.46	F1.0
v122	85	c2.gc85	library facilities 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.47	F1.0
v123	86	c2.gc86	handle stress 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.48	F1.0
v124	87	c2.gc87	expert in field 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.49	F1.0
v125	88	c2.gc88	investigate unknown 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.50	F1.0
v126	89	c2.gc89	standards behavior 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.51	F1.0
v127	90	c2.gc90	conseq technology 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.52	F1.0
v128	91	c2.gc91	ability limitations 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.53	F1.0
v129	92	c2.gc92	aware environment 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.54	F1.0
v130	93	c2.gc93	succeed in business 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.55	F1.0
v131	94	c2.gc94	leadership ability 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.56	F1.0

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v132	95	c2.gc95	decision responsibility 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.57	F1.0
v133	96	c2.gc96	culture developed 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.58	F1.0
v134	97	c2.gc97	learn about science 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.59	F1.0
v135	98	c2.gc98	people govern 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.60	F1.0
v136	99	c2.gc99	happy person 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.61	F1.0
v137	100	c2.gc100	work philosophy 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.62	F1.0
v138	101	c2.gc101	science affects life 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.63	F1.0
v139	102	c2.gc102	technical report 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.64	F1.0
v140	103	c2.gc103	approp career 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.65	F1.0
v141	104	c2.gc104	math skills 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.66	F1.0
v142	105	c2.gc105	acquire power 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.67	F1.0
v143	106	c2.gc106	explore ideas 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.68	F1.0
v144	107	c2.gc107	overcome hesitancy 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.69	F1.0
v145	108	c2.gc108	understand interests 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.70	F1.0
v146	109	c2.gc109	improve conf in math 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.71	F1.0
v147	110	c2.gc110	enjoy music 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.72	F1.0
v148	111	c2.gc111	_________ 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.73	F1.0
v149	112	c2.gc112	_________ 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.74	F1.0
v150	113	c2.gc113	_________ 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.75	F1.0
v151	114	c2.gc114	_________ 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.76	F1.0
v152	115	c2.gc115	_________ 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.77	F1.0
v153	116	c2.gc116	_________ 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.78	F1.0
v154	117	c2.gc117	_________ 1=notimp 2=somimp 3=imp 4=essntl 9=miss	1-4	L2.79	F1.0

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v155	118	c2.gc118	__________	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L2.80	F1.0
v156	119	c2.gc119	__________	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L3.1	F1.0
v157	120	c2.gc123	__________	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L3.2	F1.0
v158	121	c2.gc121	__________	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L3.3	F1.0
v159	122	c2.gc122	__________	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L3.4	F1.0
v160	123	c2.gc123	__________	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L3.5	F1.0
v161	124	c2.gc124	__________	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L3.6	F1.0
v162	125	c2.gc125	__________	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L3.7	F1.0
v163	126	c2.gc126	__________	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L3.8	F1.0
v164	127	c2.gc127	__________	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L3.9	F1.0
v165	128	c2.gc128	__________	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L3.10	F1.0
v166	129	c2.gc129	__________	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L3.11	F1.0
v167	130	c2.gc130	__________	1-4 1=notimp 2=somimp 3=imp 4=essntl 9=miss	L3.12	F1.0

STUDENT INFORMATION I

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v168	1	c2.num	student number	1-99999	L3.13-17	F5.0
v169	2	c2.age	age last January	17-98 99=miss	L3.18-19	F2.0
v170	3	c2.sex	gender	1-2 1=Male 2=Female 9=miss	L3.20	F1.0
v171	4	c2.grad	HS grad year	10-98 99=miss	L3.21-22	F2.0
v172	5	c2.major	major *use HEGIS or IPEDS major codes or refer to attached list*	0001-9999	L3.23-26	F4.0
v173	6	c2.cert	certain of major	1-4 1=extrem 2=quite 3=somwht 4=not 9=miss	L3.27	F1.0
v174	7	c2.high	highest degree	00-10 01=voc. ct. 02=AA 03=BA/BS 04=MA/MS 05= JD/LLB 06=MD/DDS 07=PhD etc 98=dknow 99=miss	L3.28-29	F2.0

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v175	8	c2.occ	expected occupation *see attached list of occupations* 99=missing	00-98	L3.30-31	F2.0
v176	9	c2.occt	certain of occuptn 1=extrem 2=quite 3=smwhat 4=not 9=miss	1-4	L3.32	F1.0
v177	10	c2.prep	prep for college 1=extrem 2=quite 3=smwhat 4=not 9=miss	1-4	L3.33	F1.0
v178	11	c2.crse	courses this term 9=miss	1-8	L3.34	F1.0
v179	12	c2.mjpln	major plan 1=none 2=disc 3=nwplan 4=newmaj 5=same 9=miss	1-5	L3.35	F1.0
v180	13	c2.crpln	career plan 1=none 2=disc 3=nwplan 4=newmaj 5=same 9=miss	1-5	L3.36	F1.0
v181	14	c2.stu1	----------	1-6	L3.37	F1.0
v182	15	c2.stu2	----------	1-6	L3.38	F1.0
v183	16	c2.stu3	----------	1-6	L3.39	F1.0
v184	17	c2.stu4	----------	1-6	L3.40	F1.0
v185	18	c2.stu5	----------	1-6	L3.41	F1.0
v186	19	c2.stu6	----------	1-6	L3.42	F1.0
v187	20	c2.stu7	----------	1-6	L3.43	F1.0
v188	21	c2.stu8	----------	1-6	L3.44	F1.0
v189	22	c2.stu9	----------	1-6	L3.45	F1.0
v190	23	c2.stu10	----------	1-6	L3.46	F1.0
v191	24	c2.stu11	----------	1-6	L3.47	F1.0
v192	25	c2.stu12	----------	1-6	L3.48	F1.0
v193	26	c2.stu13	----------	1-6	L3.49	F1.0
v194	27	c2.stu14	----------	1-6	L3.50	F1.0
v195	28	c2.stu15	----------	1-6	L3.51	F1.0

EXPECTATIONS/STUDY SKILLS IN THIS COURSE

v196	1	c2.ess1	consequences fail 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.52	F1.0
v197	2	c2.ess2	important points 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.53	F1.0
v198	3	c2.ess3	clarify concepts 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.54	F1.0
v199	4	c2.ess4	items cant answer 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.55	F1.0
v200	5	c2.ess5	skim material 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.56	F1.0
v201	6	c2.ess6	study/integ exams 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.57	F1.0

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v202	7	c2.ess7	relate readings 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.58	F1.0
v203	8	c2.ess8	course material 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.59	F1.0
v204	9	c2.ess9	expect good grades 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.60	F1.0
v205	10	c2.ess10	fit together 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.61	F1.0
v206	11	c2.ess11	basic concepts 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.62	F1.0
v207	12	c2.ess12	expect success 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.63	F1.0
v208	13	c2.ess13	recall and relate 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.64	F1.0
v209	14	c2.ess14	dont get readings 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.65	F1.0
v210	15	c2.ess15	prefer challenge 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.66	F1.0
v211	16	c2.ess16	need encouragement 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.67	F1.0
v212	17	c2.ess17	give up easily 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.68	F1.0
v213	18	c2.ess18	good grade I do 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.69	F1.0

TYPES OF ACTIVITIES PURSUED IN THIS COURSE

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v214	1	c2.tap1	read book 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L3.70	F1.0
v215	2	c2.tap2	detailed notes 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L3.71	F1.0
v216	3	c2.tap3	enjoy coursework 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L3.72	F1.0
v217	4	c2.tap4	apply materials 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L3.73	F1.0
v218	5	c2.tap5	discuss subject 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L3.74	F1.0
v219	6	c2.tap6	time studying 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L3.75	F1.0
v220	7	c2.tap7	organize materials 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L3.76	F1.0
v221	8	c2.tap8	memorize facts 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L3.77	F1.0
v222	9	c2.tap9	browse library 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L3.78	F1.0
v223	10	c2.tap10	research project 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L3.79	F1.0

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v224	11	c2.tap11	told friends	1-4 1=never 2=rare 3=smtime 4=often 9=miss	L3.80	F1.0
v225	12	c2.tap12	underline points	1-4 1=never 2=rare 3=smtime 4=often 9=miss	L4.1	F1.0
v226	13	c2.tap13	study four hours	1-4 1=never 2=rare 3=smtime 4=often 9=miss	L4.2	F1.0
v227	14	c2.tap14	facts fit together	1-4 1=never 2=rare 3=smtime 4=often 9=miss	L4.3	F1.0
v228	15	c2.tap15	read newspaper	1-4 1=never 2=rare 3=smtime 4=often 9=miss	L4.4	F1.0
v229	16	c2.tap16	help student	1-4 1=never 2=rare 3=smtime 4=often 9=miss	L4.5	F1.0
v230	17	c2.tap17	recommend field	1-4 1=never 2=rare 3=smtime 4=often 9=miss	L4.6	F1.0
v231	18	c2.tap18	outline notes	1-4 1=never 2=rare 3=smtime 4=often 9=miss	L4.7	F1.0
v232	19	c2.tap19	five hours library	1-4 1=never 2=rare 3=smtime 4=often 9=miss	L4.8	F1.0
v233	20	c2.tap20	relate experience	1-4 1=never 2=rare 3=smtime 4=often 9=miss	L4.9	F1.0
v234	21	c2.tap21	achieve goals	1-4 1=never 2=rare 3=smtime 4=often 9=miss	L4.10	F1.0
v235	22	c2.tap22	relate other courses	1-4 1=never 2=rare 3=smtime 4=often 9=miss	L4.11	F1.0

STUDENT INFORMATION II

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v236	1	c2.empl	hours employed	00-98 99=miss	L4.12-13	F2.0
v237	2	c2.study	hours studying	00-98 99=miss	L4.14-15	F2.0
v238	3	c2.live	walking distance	1-2 1=yes 2=no 9=miss	L4.16	F1.0
v239	4	c2.sacad	satisfied academics	1-4 1=very 2=quite 3=smwht 4=not 9=miss	L4.17	F1.0
v240	5	c2.sanon	satisfied nonacad	1-4 1=very 2=quite 3=smwht 4=not 9=miss	L4.18	F1.0
v241	6	c2.drop	think of drop out	1-4 1=never 2=seldom 3=occass 4=freq 9=miss	L4.19	F1.0

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form

3. SGE VERSION CR-M CODEBOOK

Student Goals Exploration **Version CR-M** **CODEBOOK** 10/2/90

GOALS IN ATTENDING COLLEGE

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v1	1	cm.co1	world better	1-4	L1.1	F1.0
			1=not 2=smwhat 3=quite 4=very 9=miss			
v2	2	cm.co2	think effectively	1-4	L1.2	F1.0
			1=not 2=smwhat 3=quite 4=very 9=miss			
v3	3	cm.co3	achieve objectives	1-4	L1.3	F1.0
			1=not 2=smwhat 3=quite 4=very 9=miss			
v4	4	cm.co4	vocational goals	1-4	L1.4	F1.0
			1=not 2=smwhat 3=quite 4=very 9=miss			
v5	5	cm.co5	personally enrich	1-4	L1.5	F1.0
			1=not 2=smwhat 3=quite 4=very 9=miss			
v6	6	cm.co6	great ideas	1-4	L1.6	F1.0
			1=not 2=smwhat 3=quite 4=very 9=miss			
v7	7	cm.co7	clarify values	1-4	L1.7	F1.0
			1=not 2=smwhat 3=quite 4=very 9=miss			

GOALS IN TAKING MAJOR COURSES

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v8		cm.field	major field	0001-9999	L1.8-11	F4.0
			use *HEGIS or IPEDS major codes or refer to attached list*			
v9	1	cm.gc1	record of achieve	1-4	L1.12	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v10	2	cm.gc2	new ways of seeing	1-4	L1.13	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v11	3	cm.gc3	learnings sake	1-4	L1.14	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v12	4	cm.gc4	weigh alternatives	1-4	L1.15	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v13	5	cm.gc5	ideas fit together	1-4	L1.16	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v14	6	cm.gc6	imp study skills	1-4	L1.17	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v15	7	cm.gc7	diff kinds people	1-4	L1.18	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v16	8	cm.gc8	broad principles	1-4	L1.19	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v17	9	cm.gc9	structure knowledge	1-4	L1.20	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v18	10	cm.gc10	reasoning ability	1-4	L1.21	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v19	11	cm.gc11	scholar gain knowl	1-4	L1.22	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v20	12	cm.gc12	life of service	1-4	L1.23	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v21	13	cm.gc13	friendships	1-4	L1.24	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v22	14	cm.gc14	philosophies/cultures	1-4	L1.25	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v23	15	cm.gc15	social skills	1-4	L1.26	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v24	16	cm.gc16	work in group	1-4	L1.27	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v25	17	cm.gc17	discuss issues	1-4	L1.28	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v26	18	cm.gc18	broader vision	1-4	L1.29	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v27	19	cm.gc19	organize thoughts	1-4	L1.30	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v28	20	cm.gc20	personal independ	1-4	L1.31	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v29	21	cm.gc21	learn daily skills	1-4	L1.32	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v30	22	cm.gc22	listen effectively	1-4	L1.33	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v31	23	cm.gc23	adapt with changes	1-4	L1.34	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v32	24	cm.gc24	respect sensitivity	1-4	L1.35	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v33	25	cm.gc25	improve writing	1-4	L1.36	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v34	26	cm.gc26	informed citizen	1-4	L1.37	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v35	27	cm.gc27	philosophy of life	1-4	L1.38	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v36	28	cm.gc28	understand events	1-4	L1.39	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v37	29	cm.gc29	how things change	1-4	L1.40	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v38	30	cm.gc30	see relationships	1-4	L1.41	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v39	31	cm.gc31	draw conclusions	1-4	L1.42	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v40	32	cm.gc32	apprec indiv action	1-4	L1.43	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v41	33	cm.gc33	apply FNA to life	1-4	L1.44	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			
v42	34	cm.gc34	human cope w/nature	1-4	L1.45	F1.0
			1=notimp 2=somimp 3=imp 4=esstl 9=miss			

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v43	35	cm.gc35	become broadminded 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.46	F1.0
v44	36	cm.gc36	question experts 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.47	F1.0
v45	37	cm.gc37	understand world 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.48	F1.0
v46	38	cm.gc38	ethical and moral 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.49	F1.0
v47	39	cm.gc39	predict events 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.50	F1.0
v48	40	cm.gc40	research investigate 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.51	F1.0
v49	41	cm.gc41	self confidence 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.52	F1.0
v50	42	cm.gc42	imagination 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.53	F1.0
v51	43	cm.gc43	self evaluation 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.54	F1.0
v52	44	cm.gc44	help others 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.55	F1.0
v53	45	cm.gc45	current issues 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.56	F1.0
v54	46	cm.gc46	specific facts 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.57	F1.0
v55	47	cm.gc47	stimulate learning 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.58	F1.0
v56	48	cm.gc48	work for causes 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.59	F1.0
v57	49	cm.gc49	effective decisions 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.60	F1.0
v58	50	cm.gc50	debate issues 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.61	F1.0
v59	51	cm.gc51	gain information 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.62	F1.0
v60	52	cm.gc52	interpret evidence 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.63	F1.0
v61	53	cm.gc53	complexity of world 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.64	F1.0
v62	54	cm.gc54	social status 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.65	F1.0
v63	55	cm.gc55	perform credibly 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.66	F1.0
v64	56	cm.gc56	accept challenges 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.67	F1.0
v65	57	cm.gc57	prof or grad school 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.68	F1.0

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v66	58	cm.gc58	gain career info 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.69	F1.0
v67	59	cm.gc59	solve problems 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.70	F1.0
v68	60	cm.gc60	global perspective 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.71	F1.0
v69	61	cm.gc61	skills/abilities 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.72	F1.0
v70	62	cm.gc62	reading skills 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.73	F1.0
v71	63	cm.gc63	electronic skills 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.74	F1.0
v72	64	cm.gc64	consumer 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.75	F1.0
v73	65	cm.gc65	creative talents 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.76	F1.0
v74	66	cm.gc66	works of art 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.77	F1.0
v75	67	cm.gc67	closer relationships 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.78	F1.0
v76	68	cm.gc68	secure world peace 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.79	F1.0
v77	69	cm.gc69	causes of war/peace 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L1.80	F1.0
v78	70	cm.gc70	unsolved questions 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.1	F1.0
v79	71	cm.gc71	scientific principles 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.2	F1.0
v80	72	cm.gc72	social problems 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.3	F1.0
v81	73	cm.gc73	have fun 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.4	F1.0
v82	74	cm.gc74	job security 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.5	F1.0
v83	75	cm.gc75	leisure interests 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.6	F1.0
v84	76	cm.gc76	gender/race equity 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.7	F1.0
v85	77	cm.gc77	enjoy film 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.8	F1.0
v86	78	cm.gc78	numerical data 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.9	F1.0
v87	79	cm.gc79	artistic work 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.10	F1.0
v88	80	cm.gc80	human welfare 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.11	F1.0

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v89	81	cm.gc81	contacts for future 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.12	F1.0
v90	82	cm.gc82	internatl harmony 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.13	F1.0
v91	83	cm.gc83	persuade others 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.14	F1.0
v92	84	cm.gc84	speaking abilities 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.15	F1.0
v93	85	cm.gc85	library facilities 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.16	F1.0
v94	86	cm.gc86	handle stress 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.17	F1.0
v95	87	cm.gc87	expert in field 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.18	F1.0
v96	88	cm.gc88	investigate unknown 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.19	F1.0
v97	89	cm.gc89	standards behavior 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.20	F1.0
v98	90	cm.gc90	conseq technology 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.21	F1.0
v99	91	cm.gc91	ability limitations 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.22	F1.0
v100	92	cm.gc92	aware environment 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.23	F1.0
v101	93	cm.gc93	succeed in business 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.24	F1.0
v102	94	cm.gc94	leadership ability 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.25	F1.0
v103	95	cm.gc95	decision ability 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.26	F1.0
v104	96	cm.gc96	culture developed 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.27	F1.0
v105	97	cm.gc97	learn about science 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.28	F1.0
v106	98	cm.gc98	people govern 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2,29	F1.0
v107	99	cm.gc99	happy person 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.30	F1.0
v108	100	cm.gc100	work philosophy 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.31	F1.0
v109	101	cm.gc101	science affects life 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.32	F1.0
v110	102	cm.gc102	technical report 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.33	F1.0
v111	103	cm.gc103	approp career 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.34	F1.0

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v112	104	cm.gc104	math skills 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.35	F1.0
v113	105	cm.gc105	acquire power 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.36	F1.0
v114	106	cm.gc106	explore ideas 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.37	F1.0
v115	107	cm.gc107	overcome hesitancy 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.38	F1.0
v116	108	cm.gc108	understand interests 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.39	F1.0
v117	109	cm.gc109	improve conf in math 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.40	F1.0
v118	110	cm.gc110	enjoy music 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.41	F1.0
v119	111	cm.gc111	_________ 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.42	F1.0
v120	112	cm.gc112	_________ 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.43	F1.0
v121	113	cm.gc113	_________ 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.44	F1.0
v122	114	cm.gc114	_________ 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.45	F1.0
v123	115	cm.gc115	_________ 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.46	F1.0
v124	116	cm.gc116	_________ 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.47	F1.0
v125	117	cm.gc117	_________ 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.48	F1.0
v126	118	cm.gc118	_________ 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.49	F1.0
v127	119	cm.gc119	_________ 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.50	F1.0
v128	120	cm.gc123	_________ 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.51	F1.0
v129	121	cm.gc121	_________ 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.52	F1.0
v130	122	cm.gc122	_________ 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.53	F1.0
v131	123	cm.gc123	_________ 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.54	F1.0
v132	124	cm.gc124	_________ 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.55	F1.0
v133	125	cm.gc125	_________ 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.56	F1.0
v134	126	cm.gc126	_________ 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.57	F1.0

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v135	127	cm.gc127	_________ 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.58	F1.0
v136	128	cm.gc128	_________ 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.59	F1.0
v137	129	cm.gc129	_________ 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.60	F1.0
v138	130	cm.gc130	_________ 1=notimp 2=somimp 3=imp 4=esstl 9=miss	1-4	L2.61	F1.0

TYPES OF ACTIVITIES PURSUED IN MAJOR

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v139	1	cm.tap1	read book 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L2.62	F1.0
v140	2	cm.tap2	detailed notes 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L2.63	F1.0
v141	3	cm.tap3	enjoy coursework 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L2.64	F1.0
v142	4	cm.tap4	apply materials 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L2.65	F1.0
v143	5	cm.tap5	discuss subject 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L2.66	F1.0
v144	6	cm.tap6	time studying 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L2.67	F1.0
v145	7	cm.tap7	organize materials 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L2.68	F1.0
v146	8	cm.tap8	memorize facts 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L2.69	F1.0
v147	9	cm.tap9	browse library 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L2.70	F1.0
v148	10	cm.tap10	research project 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L2.71	F1.0
v149	11	cm.tap11	told friends 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L2.72	F1.0
v150	12	cm.tap12	underline points 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L2.73	F1.0
v151	13	cm.tap13	study four hours 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L2.74	F1.0
v152	14	cm.tap14	facts fit together 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L2.75	F1.0
v153	15	cm.tap15	read newspaper 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L2.76	F1.0
v154	16	cm.tap16	help student 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L2.77	F1.0
v155	17	cm.tap17	recommend field 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L2.78	F1.0
v156	18	cm.tap18	outline notes 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L2.79	F1.0

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v157	19	cm.tap19	five hours library 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L2.80	F1.0
v158	20	cm.tap20	relate experience 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L3.1	F1.0
v159	21	cm.tap21	achieve goals 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L3.2	F1.0
v160	22	cm.tap22	relate other courses 1=never 2=rare 3=smtime 4=often 9=miss	1-4	L3.3	F1.0

STUDENT INFORMATION I

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v161	1	cm.num	student number	1-99999	L3.4-8	F5.0
v162	2	cm.age	age last January	17-98 99=miss	L3.9-10	F2.0
v163	3	cm.sex	gender 1=Male 2=Female 9=miss	1-2	L3.11	F1.0
v164	4	cm.ethn	ethnic background 1=White 2=Black 3=Hispan 4=NatAm 5=Asian 9=miss	1-5	L3.12	F1.0
v165	5	cm.year	year in college 1=fresh 2=soph 3=jr 4=sr 9=miss	1-4	L3.13	F1.0
v166	6	cm.grad	HS grad year 99=miss	10-98	L3.14-15	F2.0
v167	7	cm.major	major	0001-9999	L3.16--19	F4.0

use HEGIS or IPEDS major codes or refer to attached list

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v168	8	cm.cert	major certain 1=fresh 2=soph 3=jr 4=sr 9=miss	1-4	L3.20	F1.0
v169	9	cm.high	highest degree 01=voc. ct. 02=AA 03=BA/BS 04=MA/MS 05= JD/LLB 06=MD/DDS 07= PhD etc 98=dknow 99=miss	00-98	L3.21-22	F2.0
v170	10	cm.occ	expected occupation *see attached list of occupations* 99=miss	00-98	L3.23-24	F2.0
v171	11	cm.occt	certain of occuptn 1=extrem 2=quite 3=smwhat 4=not 9=miss	1-4	L3.25	F1.0
v172	12	cm.prep	prep for college 1=extrem 2=quite 3=smwhat 4=not 9=miss	1-4	L3.26	F1.0
v173	13	cm.cogpa	college school gpa 1=D 2=C- 3=C 4=C+/B- 5=B 6=B=/A- 7=A 9=miss	1-7	L3.27	F1.0
v174	14	cm.mjpln	major plan 1=none 2=disc 3=nwplan 4=newmaj 5=same 9=miss	1-5	L3.28	F1.0

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v175	15	cm.crpln	career plan	1-5	L3.29	F1.0
			1=none 2=disc 3=nwplan 4=newmaj 5=same 9=miss			
v176	16	cm.crse	courses this term	1-8	L3.30	F1.0
				9=miss		
v177	17.1	cm.comm	comm credits	0-99	L3.31-32	F2.0
v178	17.2	cm.lit	lit credits	0-99	L3.33-34	F2.0
v179	17.3	cm.arts	arts credits	0-99	L3.35-36	F2.0
v180	17.4	cm.sci	bio and sci credits	0-99	L3.37-38	F2.0
v181	17.5	cm.math	mathetc credits	0-99	L3.39-40	F2.0
v182	17.6	cm.soc	socialsci credits	0-99	L3.41-42	F2.0
v183	17.7	cm.hum	humanit credits	0-99	L3.43-44	F2.0
v184	17.8	cm.hist	history credits	0-99	L3.45-46	F2.0
v185	17.9	cm.frgn	foreign lang credits	0-99	L3.47-48	F2.0
v186	17.10	cm.busin	business credits	0-99	L3.49-50	F2.0
v187	17.11	cm.voc	voc/trade credits	0-99	L3.51-52	F2.0
v188	17.12	cm.prof	prof credits	0-99	L3.53-54	F2.0
v189	17.13	cm.other	other credits	0-99	L3.55-56	F2.0
v190	18	cm.stu1	__________	1-6	L3.57	F1.0
v191	19	cm.stu2	__________	1-6	L3.58	F1.0
v192	20	cm.stu3	__________	1-6	L3.59	F1.0
v193	21	cm.stu4	__________	1-6	L3.60	F1.0
v194	22	cm.stu5	__________	1-6	L3.61	F1.0
v195	23	cm.stu6	__________	1-6	L3.62	F1.0
v196	24	cm.stu7	__________	1-6	L3.63	F1.0
v197	25	cm.stu8	__________	1-6	L3.64	F1.0
v198	26	cm.stu9	__________	1-6	L3.65	F1.0
v199	27	cm.stu10	__________	1-6	L3.66	F1.0
v200	28	cm.stu11	__________	1-6	L3.67	F1.0
v201	29	cm.stu12	__________	1-6	L3.68	F1.0
v202	30	cm.stu13	__________	1-6	L3.69	F1.0
v203	31	cm.stu14	__________	1-6	L3.70	F1.0
v204	32	cm.stu15	__________	1-6	L3.71	F1.0

FEELINGS ABOUT STUDYING IN MAJOR

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v205	1	cm.fas1	study to get ahead	1-4	L3.72	F1.0
			1=not 2=smwhat 3=quite 4=very 9=miss			
v206	2	cm.fas2	sense satisfaction	1-4	L3.73	F1.0
			1=not 2=smwhat 3=quite 4=very 9=miss			
v207	3	cm.fas3	long range goals	1-4	L3.74	F1.0
			1=not 2=smwhat 3=quite 4=very 9=miss			
v208	4	cm.fas4	daily learning tasks	1-4	L3.75	F1.0
			1=not 2=smwhat 3=quite 4=very 9=miss			

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v209	5	cm.fas5	complete expected 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.76	F1.0
v210	6	cm.fas6	work to get grades 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.77	F1.0
v211	7	cm.fas7	work if import. 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.78	F1.0
v212	8	cm.fas8	clear assign. 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.79	F1.0
v213	9	cm.fas9	short range goals 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L3.80	F1.0
v214	10	cm.fas10	set own goals 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L4.1	F1.0
v215	11	cm.fas11	prefer easy probs 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L4.2	F1.0
v216	12	cm.fas12	work even if dull 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L4.3	F1.0
v217	13	cm.fas13	relate assgn goal 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L4.4	F1.0
v218	14	cm.fas14	set easier goals 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L4.5	F1.0
v219	15	cm.fas15	learn is exciting 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L4.6	F1.0
v220	16	cm.fas16	plan activities 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L4.7	F1.0
v221	17	cm.fas17	seldom seek advice 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L4.8	F1.0
v222	18	cm.fas18	topics own choice 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L4.9	F1.0

EXPECTATIONS/STUDY SKILLS IN MAJOR

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v223	1	cm.ess1	consequences fail 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L4.10	F1.0
v224	2	cm.ess2	important points 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L4.11	F1.0
v225	3	cm.ess3	clarify concepts 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L4.12	F1.0
v226	4	cm.ess4	items cant answer 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L4.13	F1.0
v227	5	cm.ess5	skim material 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L4.14	F1.0
v228	6	cm.ess6	study/integ exams 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L4.15	F1.0
v229	7	cm.ess7	relate readings 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L4.16	F1.0
v230	8	cm.ess8	course material 1=not 2=smwhat 3=quite 4=very 9=miss	1-4	L4.17	F1.0

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v231	9	cm.ess9	expect good grades	1-4 1=not 2=smwhat 3=quite 4=very 9=miss	L4.18	F1.0
v232	10	cm.ess10	fit together	1-4 1=not 2=smwhat 3=quite 4=very 9=miss	L4.19	F1.0
v233	11	cm.ess11	basic concepts	1-4 1=not 2=smwhat 3=quite 4=very 9=miss	L4.20	F1.0
v234	12	cm.ess12	expect success	1-4 1=not 2=smwhat 3=quite 4=very 9=miss	L4.21	F1.0
v235	13	cm.ess13	recall and relate	1-4 1=not 2=smwhat 3=quite 4=very 9=miss	L4.22	F1.0
v236	14	cm.ess14	dont get readings	1-4 1=not 2=smwhat 3=quite 4=very 9=miss	L4.23	F1.0
v237	15	cm.ess15	prefer challenge	1-4 1=not 2=smwhat 3=quite 4=very 9=miss	L4.24	F1.0
v238	16	cm.ess16	need encouragement	1-4 1=not 2=smwhat 3=quite 4=very 9=miss	L4.25	F1.0
v239	17	cm.ess17	give up easily	1-4 1=not 2=smwhat 3=quite 4=very 9=miss	L4.26	F1.0
v240	18	cm.ess18	good grade I do	1-4 1=not 2=smwhat 3=quite 4=very 9=miss	L4.27	F1.0

STUDENT INFORMATION II

Var. No.	Item No.	Label Name	Value Labels	Permitted Values	Column Number	Form
v242	1	cm.empl	hours employed	00-98 99=miss	L4.28-29	F2.0
v243	2	cm.study	hours studying	00-98 99=miss	L4.30-31	F2.0
v244	3	cm.live	walking distance	1-2 1=yes 2=no 9=miss	L4.32	F1.0
v245	4	cm.sacad	satisfied academics	1-4 1=very 2=quite 3=smwht 4=not 9=miss	L4.33	F1.0
v246	5	cm.snoacd	satisfied nonacad	1-4 1=very 2=quite 3=smwht 4=not 9=miss	L4.34	F1.0
v248	6	cm.samaj	satisfied major	1-4 1=very 2=quite 3=smwht 4=not 9=miss	L4.35	F1.0
v249	7	cm.drop	think of drop out	1-4 1=never 2=seldom 3=occass 4=freq 9=miss	L4.36	F1.0
v250	8	cm.incrs	infl avoid course	1-5 1=notuse 2=work 3=prteac 4=easy 5=fail 9=miss	L4.37	F1.0
v251	9	cm.incar	influence career	1-5 1=parent 2=leisur 3=pay 4=chalng 5=succd 9=miss	L4.38	F1.0

B. CODING SCHEMES

1. Course and Major Codes - Brief Version (Adapted From HEGIS Categories)

Course and Major Codes - Brief Version

(Adapted From HEGIS categories)

Note: This simplified list should provide sufficient codes for most undergraduate fields. In case greater detail is needed, the entire HEGIS classification is given in Appendix I-B-4. To coordinate with other college data bases, the IPEDS classification may also be used (not provided in this manual).

Agriculture, Natural Resources, Forestry	0100
Architecture, Environmental Design	0200
Biological Sciences	0400
Business	
Business and commerce, general	0501
Accounting	0502
Banking and Finance	0504
Business management or administration	0506
Marketing, Purchasing	0509
Real Estate	0511
International Business	0513
Labor and industrial relations	0516
Other business	0599
Communications	
Communications, general	0601
Journalism	0602
Media (radio/TV)	0603
Advertising	0604
Other communications	0699
Computer science, Information Sciences	0700
Education	
Preschool or elementary education	0801
Secondary teaching other than math, science, or a special subject listed below	0803
Special education	0808
Student personnel/counseling/guidance	0826
Art education	0831
Music education	0832
Mathematics or science education	0834
Physical education	0835
Health education	0837
Business education	0838
Vocational/industrial/technical education	0839
Other education	0899

Engineering		
	Engineering, general	0901
	Aerospace or aeronautical engineering	0902
	Bioengineering, Biomedical engineering	0905
	Chemical engineering	0906
	Civil engineering	0908
	Electrical, Electronic engineering	0909
	Mechanical engineering	0910
	Geological engineering	0911
	Industrial engineering	0913
	Other engineering	0999
Arts		
	Studio art	1002
	Art history or appreciation	1003
	Music performance	1004
	Music history or appreciation	1006
	Dramatic arts	1007
	Dance	1008
	Film, Photography	1010
	Other fine or applied arts	1099
Languages		
	Romance languages	1102
	Germanic, Slavic languages	1103
	Asian languages	1107
	Classical languages	1110
	Other languages	1199
Health professions		
	Nursing	1203
	Occupational therapy	1208
	Pharmacy	1211
	Physical therapy	1212
	Dental hygiene or dental technology	1213
	Speech pathology, Audiology	1220
	Medical technology	1223
	Other health profession	1299
Home Economics, Consumer Economics or Family Studies		1300
English or Literature		
	English, general	1501
	Literature	1502
	Comparative literature	1503
	Classical literature	1504
	Linguistics, Speech	1505
	Composition or creative writing	1507
	Other literature	1599
Philosophy		1509
Religious Studies (except Theology)		1510

Library Science	1600
Mathematics or Statistics	1700
Military Science	1800
Physical Sciences	
Physics	1902
Chemistry	1905
Astronomy, Astrophysics	1911
Atmospheric and meteorological sciences	1913
Geology, Earth sciences	1914
Other physical science	1999
Psychology	2000
Public Administration	
Public administration, general	2102
Parks and recreation	2103
Social work	2104
Law Enforcement and Corrections	2105
Other public affairs and services	2199
Social Sciences and History	
Anthropology	2202
Economics	2204
History	2205
Geography	2206
Political Science or Government	2207
Sociology	2208
International Relations	2210
Afro-American or other Minority Studies	2211
Urban Studies	2214
Other Social Sciences	2299
Area Studies (such as Asian studies, African studies, American studies)	0300
Theology	2300
Interdisciplinary Majors	4900
Undecided	9999

2. Department Codes (Adapted From HEGIS Categories)

Department Codes

(Adapted From HEGIS categories)

Note: If more appropriate, use codes from Appendix B-1 (for Courses and Majors)

CODE	DEPARTMENT
0100	Agriculture, Natural Resources
0200	Architecture, Environmental Design
0400	Biological Sciences
0500	Business and Management
0600	Communications and Journalism
0700	Computer Science, Information Sciences
0800	Education
0900	Engineering
1000	Fine and Applied Arts
1100	Foreign Languages
1201	Health Professions
1203	Nursing
1300	Home Economics
1501	English or Literature
1504	Classics
1505	Linguistics, Speech
1509	Philosophy, Religious Studies (except Theology)
1600	Library Science
1701	Mathematics
1800	Military Sciences
1902	Physics
1905	Chemistry
1911	Astronomy, Astrophysics
1914	Geology, Earth Sciences
2000	Psychology
2100	Public Affairs and Services
2202	Anthropology
2204	Economics
2205	History
2206	Geography
2207	Political Science
2208	Sociology
2210	International Relations
0300	Area Studies
2300	Theology
5999	Other

3. Codes for Expected Occupation

Codes for Expected Occupation

Note: Additional codes within each decade may be added if needed.

Artistic Occupations	
Architect	01
Artist	02
Entertainer	03
Actor	04
Interior Decorator	05
Musician	06
Other artistic	09
Business Occupations	
Accountant	10
Business Executive	11
Business Owner or Proprietor	12
Business sales, marketing or buyer	13
Industrial, labor relations, personnel	14
Executive Secretary or other clerical	15
Other business	19
Engineering, and Related Occupations	
Engineer	20
Tradesman, skilled	21
Other engineering-related	25
Mathematical Occupations	
Computer programmer	26
Statistician	27
Actuary	28
Other mathematical occupations	29
Scientific Occupations	
Laboratory technologist or technician	30
Scientific researcher	31
Conservationist	32
Other scientific, non-engineering	39
Health Occupations	
Dentist	40
Dietician	41
Medical Technologist	42
Nurse	43

Optometrist	44
Pharmacist	45
Physician	46
Therapist (physical, occupational, or speech)	47
Veterinarian	48
Other health-related	49
Teaching Occupations	
Preschool or elementary teacher	50
Secondary Teacher	51
School Counselor	52
Librarian	53
School Administrator	54
College Teacher	55
Other education-related	59
Literary and Communication Occupations	
Writer	60
Interpreter	61
Journalist	62
Media worker	63
Other communication-related	69
Social/Political or Public Affairs Occupations	
Foreign Service	70
Lawyer or Judge	71
Law Enforcement Officer	72
Other social/political or public affairs	75
Social/Behavioral or Human Services Occupations	
Clinical psychologist	76
Social Worker	77
Clergy	78
Other human services	79
Other occupations	
Farmer/ Rancher	81
Military Service	82
Homemaker	83
Other	89
Undecided	98
Missing	99

4. HEGIS Classification

HEGIS CODE LIST

0100 AGRICULTURE and NATURAL RESOURCES

Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with the production of food and management of natural fiber, plant, forest, and wildlife resources.

0101	Agriculture, general
0102	Agronomy (field crops, and crop management)
0103	Soils science (management and conservation)
0104	Animal science (husbandry)
0105	Dairy science (husbandry)
0106	Poultry science
0107	Fish, game, and wildlife management
0108	Horticulture (fruit and vegetable production)
0109	Ornamental horticulture (floriculture, nursery science)
0110	Agricultural and farm management
0111	Agricultural economics
0112	Agricultural business
0113	Food science and technology
0114	Forestry
0115	Natural resources management
0116	Agriculture and forestry technologies (baccalaureate and higher programs)
0117	Range management
0199	Other, specify

0200 ARCHITECTURE and ENVIRONMENTAL DESIGN

Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with training for a profession in designing buildings, communities, parks, and other manmade aspects of the physiosocial environment.

0201	Environmental design, general
0202	Architecture
0203	Interior design
0204	Landscape architecture
0205	Urban architecture
0206	City, community, and regional planning
0299	Other, specify

0300 AREA STUDIES

Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with programs designed to study cultures indigenous to specific geographic regions.

0301	Asian studies, general
0302	East Asian studies
0303	South Asian (India, etc.) studies
0304	Southeast Asian studies
0305	African studies
0306	Islamic studies
0307	Russian and Slavic studies
0308	Latin American studies
0309	Middle Eastern studies
0310	European studies, general
0311	Eastern European studies
0312	West European studies
0313	American studies
0314	Pacific area studies
0399	Other, specify

0400 BIOLOGICAL SCIENCES

Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with the science of life or living matter in all its forms and phenomena especially with regard to the origin, growth, reproduction, and structure of life forms.

0401	Biology, general
0402	Botany, general
0403	Bacteriology
0404	Plant pathology
0405	Plant pharmacology
0406	Plant physiology
0407	Zoology, general
0408	Pathology, human and animal
0409	Pharmacology, human and animal
0410	Physiology, human and animal
0411	Microbiology
0412	Anatomy
0413	Histology
0414	Biochemistry
0415	Biophysics
0416	Molecular biology
0417	Cell biology (cytology, cell physiology)
0418	Marine biology
0419	Biometrics and biostatistics
0420	Ecology
0421	Entomology
0422	Genetics
0423	Radiobiology
0424	Nutrition, scientific (excludes nutrition in home economics and dietetics)
0425	Neurosciences
0426	Toxicology
0427	Embryology
0499	Other, specify

0500 BUSINESS and MANAGEMENT

Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. related to the organization, operation, administration, and control of private and public organizations.

0501	Business and commerce, general
0502	Accounting
0503	Business statistics
0504	Banking and finance
0505	Investments and securities
0506	Business management and administration
0507	Operations research
0508	Hotel and restaurant management
0509	Marketing and purchasing
0510	Transportation and public utilities
0511	Real estate
0512	Insurance
0513	International business
0514	Secretarial studies (baccalaureate and higher programs)
0515	Personnel management
0516	Labor and industrial relations
0517	Business economics
0599	Other, specify

0600 COMMUNICATIONS

Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. related to collection, preparation, and presentation of ideas and information intended for popular consumption through mass media.

0601	Communications, general
0602	Journalism (printed media)
0603	Radio/television
0604	Advertising
0605	Communication media (use of videotape, films, etc., oriented specifically toward radio/television)
0699	Other, specify

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0700 COMPUTER and INFORMATION SCIENCES

Subject field designations which characterize students, faculty, facilities, degree programs, course work, research projects, etc. having to do with the design, development, and application of computer capabilities to data storage and manipulation and related computational procedures.

0701	Computer and information sciences, general
0702	Information sciences and systems
0703	Data processing
0704	Computer programming
0705	Systems analysis
0799	Other, specify

0800 EDUCATION

Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. related to administration and control of educational organizations and institutions and subjects related to instruction and services both within and [illegible] of such formal organizations.

0801	[illegible] general
2	[illegible]ary education, general
3	Secondary education, general
0804	Junior high school education
0805	Higher education, general
0806	Junior and community college education
0807	Adult and continuing education
0808	Special education, general
0809	Administration of special education
0810	Education of the mentally retarded
0811	Education of the gifted
0812	Education of the deaf
0813	Education of the culturally disadvantaged
0814	Education of the visually handicapped
0815	Speech correction
0816	Education of the emotionally disturbed
0817	Remedial education
0818	Special learning disabilities
0819	Education of the physically handicapped
0820	Education of the multiple handicapped
0821	Social foundations (history and philosophy of education)
0822	Educational psychology (include learning theory)
0823	Pre-elementary education (kindergarten)
0824	Educational statistics and research
0825	Educational testing, evaluation and measurement
0826	Student personnel (counseling and guidance)
0827	Educational administration
0828	Educational supervision
0829	Curriculum and instruction
0830	Reading education (methodology and theory)
0831	Art education (methodology and theory)
0832	Music education (methodology and theory)
0833	Mathematics education (methodology and theory)
0834	Science education (methodology and theory)
0835	Physical education
0836	Driver and safety education
0837	Health education (include family life education)
0838	Business, commerce, and distributive education
0839	Industrial arts, vocational, and technical education
0899	Other, specify

0900 ENGINEERING

Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with the practical application of basic scientific knowledge to the design, production, and operation of systems intended to facilitate man's control and use of his natural environment.

0901	Engineering, general
0902	Aerospace, aeronautical and astronautical engineering
0903	Agricultural engineering
0904	Architectural engineering
0905	Bioengineering and biomedical engineering
0906	Chemical engineering (include petroleum refining)
0907	Petroleum engineering (exclude petroleum refining)
0908	Civil, construction, and transportation engineering
0909	Electrical, electronics, and communications engineering
0910	Mechanical engineering
0911	Geological engineering
0912	Geophysical engineering
0913	Industrial and management engineering
0914	Metallurgical engineering
0915	Materials engineering
0916	Ceramic engineering
0917	Textile engineering
0918	Mining and mineral engineering
0919	Engineering physics
0920	Nuclear engineering
0921	Engineering mechanics
0922	Environmental and sanitary engineering
0923	Naval architecture and marine engineering
0924	Ocean engineering
0925	Engineering technologies (baccalaureate and higher programs)
0999	Other, specify

1000 FINE and APPLIED ARTS

Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with the creation and appreciation of the diverse modes of communicating ideas and emotions by means of stylized, visual, and nonvisual representations and symbols.

1001	Fine arts, general
1002	Art (painting, drawing, sculpture)
1003	Art history and appreciation
1004	Music (performing, composition, theory)
1005	Music (liberal arts program)
1006	Music history and appreciation (musicology)
1007	Dramatic arts
1008	Dance
1009	Applied design (ceramics, weaving, textile design, fashion design, jewelry, metalsmithing, interior decoration, commercial art)
1010	Cinematography
1011	Photography
1099	Other, specify

1100 FOREIGN LANGUAGES

Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. related to mastery of a language other than English or related to the study of a foreign culture through exploration of the literature of that culture as expressed in the vernacular language.

1101	Foreign languages, general (includes concentration on more than one foreign language without major emphasis on one language)
1102	French
1103	German
1104	Italian
1105	Spanish
1106	Russian
1107	Chinese

1108 Japanese
1109 Latin
1110 Greek, classical
1111 Hebrew
1112 Arabic
1113 Indian (Asiatic)
1114 Scandinavian languages
1115 Slavic languages (other than Russian)
1116 African languages (non-Semitic)
1199 Other, specify

1200 HEALTH PROFESSIONS

Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with the maintenance and restoration of physical and mental health.

1201 Health professions, general
1202 Hospital and health care administration
1203 Nursing (baccalaureate and higher programs)
1204 Dentistry, D.D.S. or D.M.D. degree
1205 Dental specialties (work beyond first-professional degree, D.D.S. or D.M.D.)
1206 Medicine, M.D. degree
1207 Medical specialties (work beyond first-professional degree, M.D.)
1208 Occupational therapy
1209 Optometry
1210 Osteopathic medicine, D.O. degree
1211 Pharmacy
1212 Physical therapy
1213 Dental hygiene (baccalaureate and higher programs)
1214 Public health
1215 Medical record librarianship
1216 Podiatry (Pod.D. or D. P.) or podiatric medicine (D.P.M.)
1217 Biomedical communication
1218 Veterinary medicine (D.V.M. degree)
1219 Veterinary medicine specialties (work beyond first-professional degree, D.V.M.)
1220 Speech pathology and audiology
1221 Chiropractic
1222 Clinical social work (medical and psychiatric and specialized rehabilitation services)
1223 Medical laboratory technologies (baccalaureate and higher programs)
1224 Dental technologies (baccalaureate and higher programs)
1225 Radiologic technologies (baccalaureate and higher programs)
1299 Other, specify

1300 HOME ECONOMICS

Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with the theory and practice of family and home care including the science of foods, home decoration and management, and child care.

1301 Home economics, general
1302 Home decoration and home equipment
1303 Clothing and textiles
1304 Consumer economics and home management
1305 Family relations and child development
1306 Foods and nutrition (include dietetics)
1307 Institutional management and cafeteria management
1399 Other, specify

1400 LAW

Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with instruction in the legal customs, practices, and rules of society and states for the purpose of pursuing a career in jurisprudence.

1401 Law, general
1499 Other, specify

1500 LETTERS

Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with English language and literature and value systems related to ancient and modern cultures.

1501 English, general
1502 Literature, English
1503 Comparative literature
1504 Classics
1505 Linguistics (include phonetics, semantics, and philology)
1506 Speech, debate, and forensic science (rhetoric and public address)
1507 Creative writing
1508 Teaching of English as a foreign language
1509 Philosophy
1510 Religious studies (exclude theological professions)
1599 Other, specify

1600 LIBRARY SCIENCE

Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with instruction in the professional skills required to organize collections of books and related materials and the training necessary for providing services related to them.

1601 Library science, general
1699 Other, specify

1700 MATHEMATICS

Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc having to do with the science of numbers and space configurations and their operations, measurement, relationships, and abstractions.

1701 Mathematics, general
1702 Statistics, mathematical and theoretical
1703 Applied mathematics
1799 Other, specify

1800 MILITARY SCIENCES

Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with techniques and skills unique to the pursuit of a professional career as a military officer.

1801 Military science (Army)
1802 Naval science (Navy, Marines)
1803 Aerospace science (Air Force)
1899 Other, specify

1900 PHYSICAL SCIENCES

Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with the basic nature of matter, energy, and associated phenomena.

1901 Physical sciences, general
1902 Physics, general (exclude biophysics)
1903 Molecular physics
1904 Nuclear physics

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1905	Chemistry, general (exclude biochemistry)
1906	Inorganic chemistry
1907	Organic chemistry
1908	Physical chemistry
1909	Analytical chemistry
1910	Pharmaceutical chemistry
1911	Astronomy
1912	Astrophysics
1913	Atmospheric sciences and meteorology
1914	Geology
1915	Geochemistry
1916	Geophysics and seismology
1917	Earth sciences, general
1918	Paleontology
1919	Oceanography
1920	Metallurgy
1999	Other, specify

2000 PSYCHOLOGY

Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with behavioral and mental processes.

2001	Psychology, general
2002	Experimental psychology (animal and human)
2003	Clinical psychology
2004	Psychology for counseling
2005	Social psychology
2006	Psychometrics
2007	Statistics in psychology
2008	Industrial psychology
2009	Developmental psychology
2010	Physiological psychology
2099	Other, specify

2100 PUBLIC AFFAIRS and SERVICES

Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. related to developing and improving competencies in the management and operation of governmental agencies.

2101	Community services, general
2102	Public administration
2103	Parks and recreation management
2104	Social work and helping services (other than clinical social work)
2105	Law enforcement and corrections (baccalaureate and higher programs)
2106	International public service (other than diplomatic service)
2199	Other, specify

2200 SOCIAL SCIENCES

Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with all aspects of the past and present activities, conduct, interactions, and organizations of humans.

2201	Social sciences, general
2202	Anthropology
2203	Archaeology
2204	Economics
2205	History
2206	Geography
2207	Political science and government
2208	Sociology
2209	Criminology
2210	International relations
2211	Afro-American (black culture) studies
2212	American Indian cultural studies
2213	Mexican-American cultural studies
2214	Urban studies
2215	Demography
2299	Other, specify

2300 THEOLOGY

Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. related to preparation and training for a religious vocation.

2301	Theological professions, general
2302	Religious music
2303	Biblical languages
2304	Religious education
2399	Other, specify

4900 INTERDISCIPLINARY STUDIES

Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. involving more than one major discipline without primary concentration in any one area.

4901	General liberal arts and sciences
4902	Biological and physical sciences
4903	Humanities and social sciences
4904	Engineering and other disciplines
4999	Other, specify

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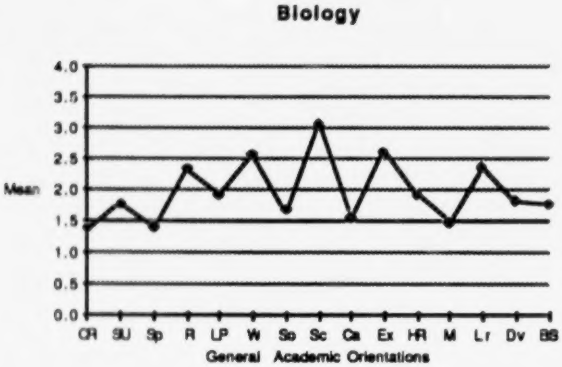
Appendix 2. Typical Group Profiles

Appendix 2A. Typical Group Profiles Constructed From the Academic Orientation Scales



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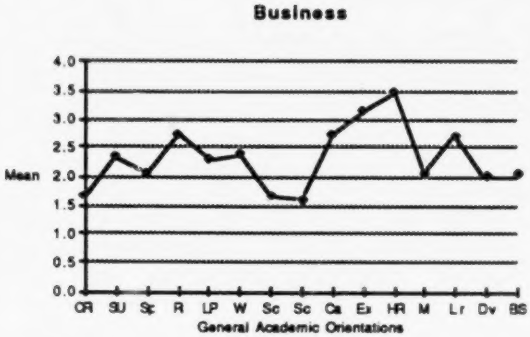

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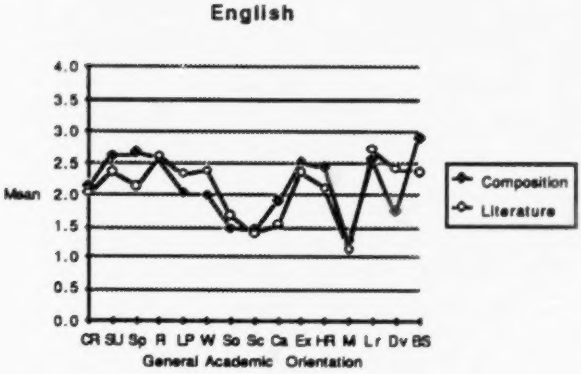
KEY TO ABBREVIATIONS	
CR	Develop creativ[illegible]
SU	Increase self-u[illegible]rstanding
Sp	Improve speaking skills
R	Improve reasoning skills
LP	Develop a life philosophy
W	Understand world around me
So	Work for social causes
Sc	Develop scientific skills
Ca	Prepare for career
Ex	Gain expertise
HR	Develop human relations
M	Improve numerical ability
Dv	Understand cultural diversity
Lr	Value learning for its own sake
BS	Improve basic skills



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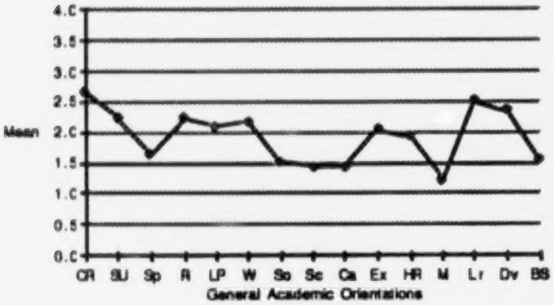
Fine Arts



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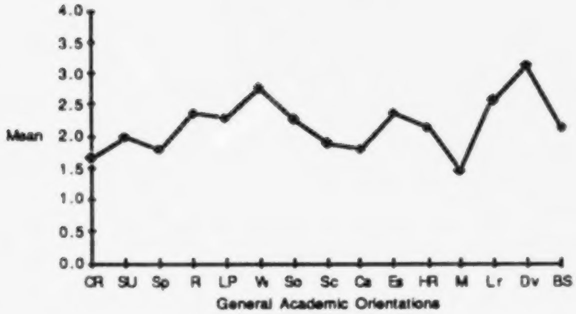

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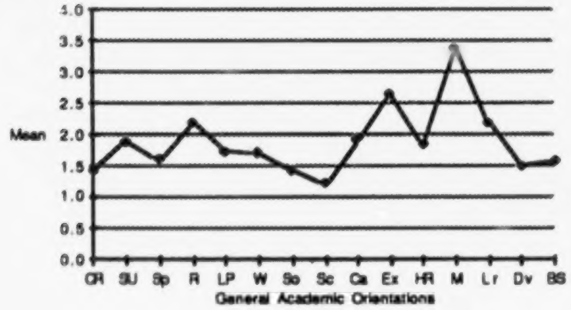
KEY TO ABBREVIATIONS

CR	Develop creativity
SU	Increase self-understanding
Sp	Improve speaking skills
R	Improve reasoning skills
LP	Develop a life philosophy
W	Understand world around me
So	Work for social causes
Sc	Develop scientific skills
Ca	Prepare for career
Ex	Gain expertise
HR	Develop human relations
M	Improve numerical ability
Dv	Understand cultural diversity
Lr	Value learning for its own sake
BS	Improve basic skills

Mathematics



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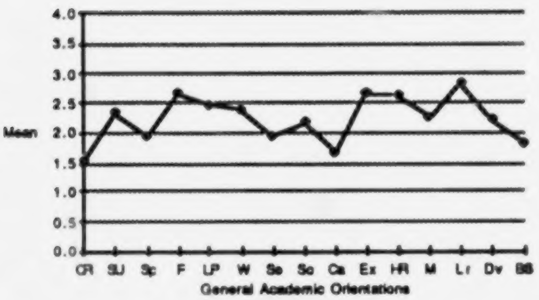

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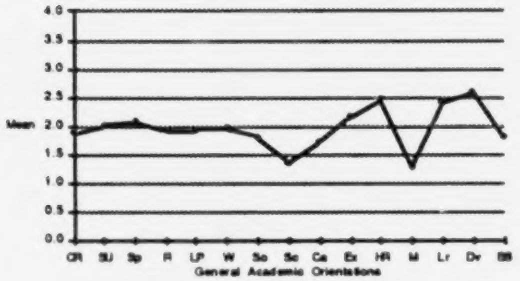
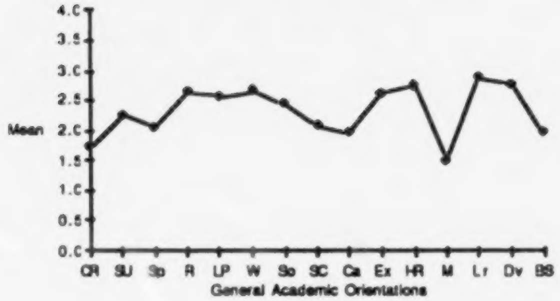


Version C Data N=124

KEY TO ABBREVIATIONS

CR	Develop creativity
SU	Increase self-understanding
Sp	Improve speaking skills
R	Improve reasoning skills
LP	Develop a life philosophy
W	Understand world around me
So	Work for social causes
Sc	Develop scientific skills
Ca	Prepare for career
Ex	Gain expertise
HR	Develop human relations
M	Improve numerical ability
Dv	Understand cultural diversity
Lr	Value learning for its own sake
BS	Improve basic skills



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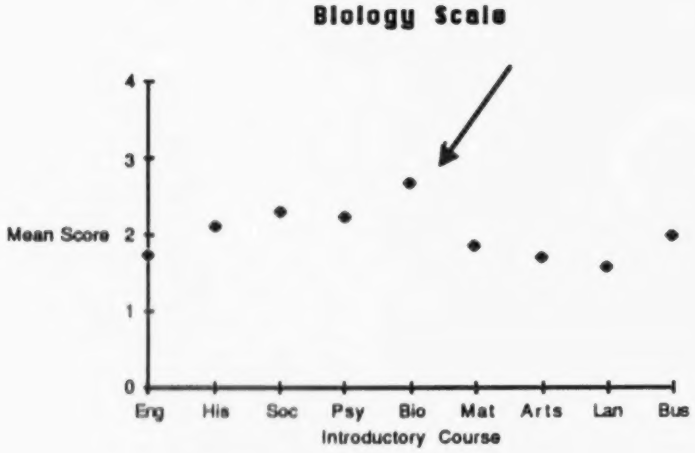
Appendix 2B. Profile Demonstration of Discriminant Validity for Subject-Specific Scales



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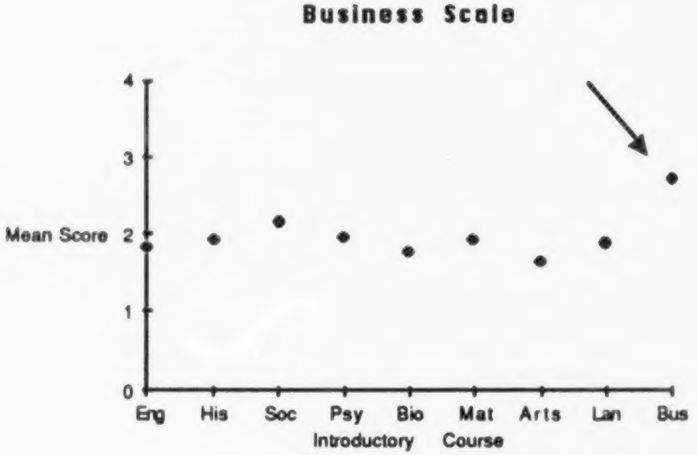

Version C Data N=1182

Caution: These scales are only to demonstrate that students studying the target subject score high on the scale relative to others. The only valid score is the one for the titled subject.

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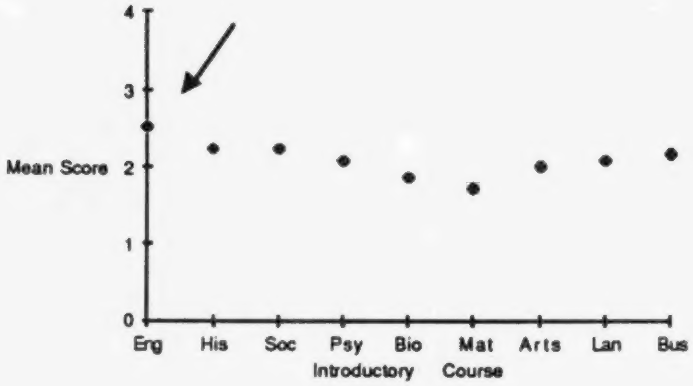
English Scale



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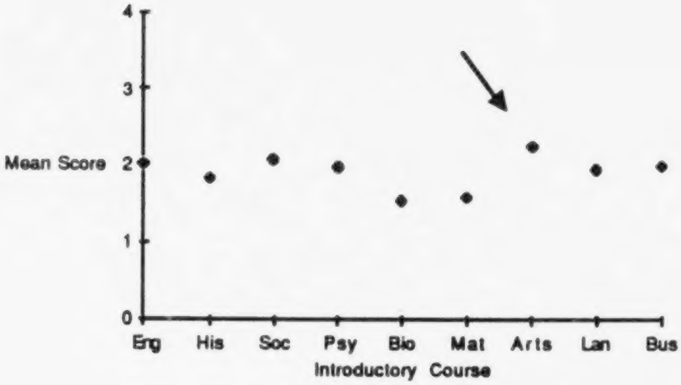
Fine Arts Scale



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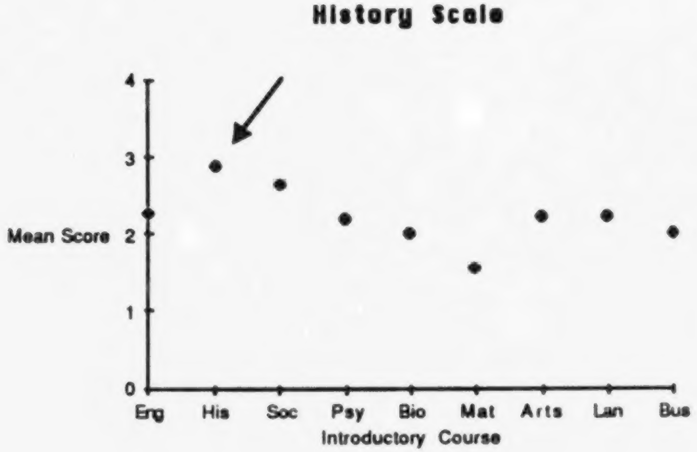

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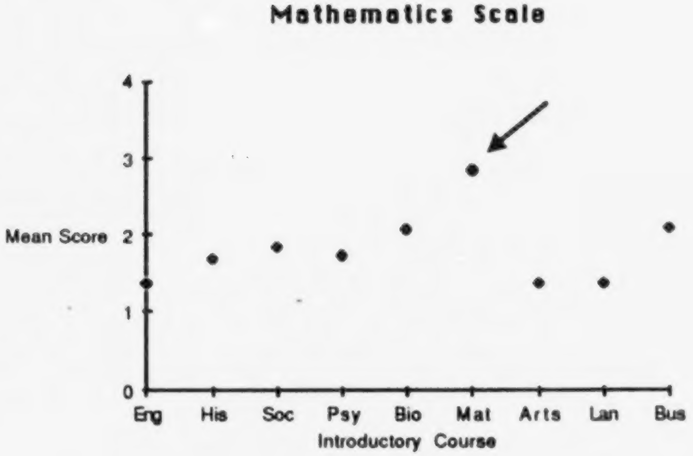

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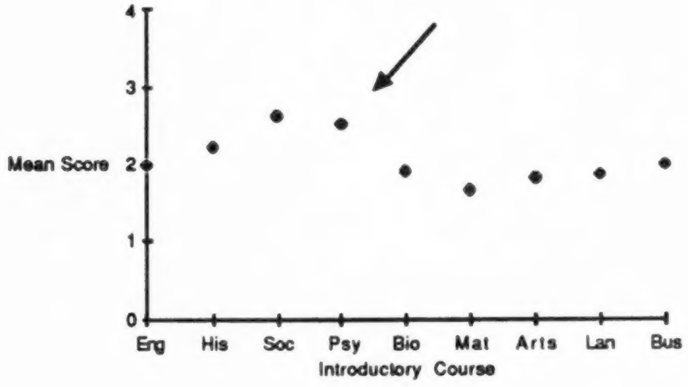
Caution: These scales are only to demonstrate that students studying the target subject score high on the scale relative to others. The only valid score is the one for the titled subject.

Psychology Scale



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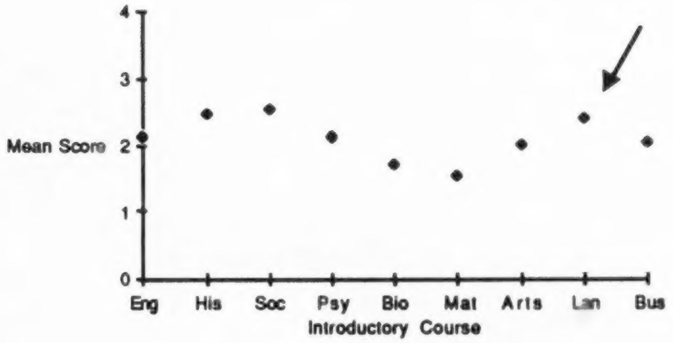
Romance Language Scale



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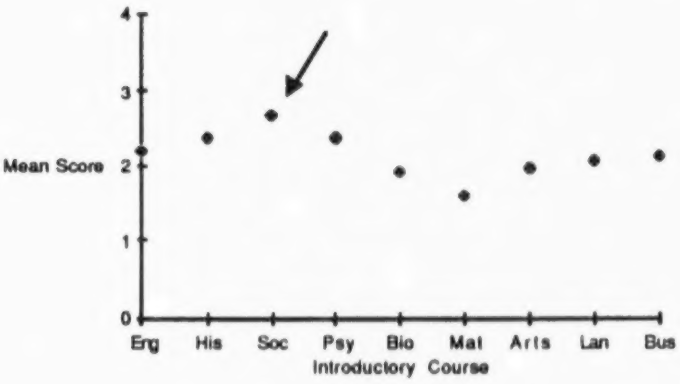
Caution: These scales are only to demonstrate that students studying the target subject score high on the scale relative to others. The only valid score is the one for the titled subject.

Sociology Scale



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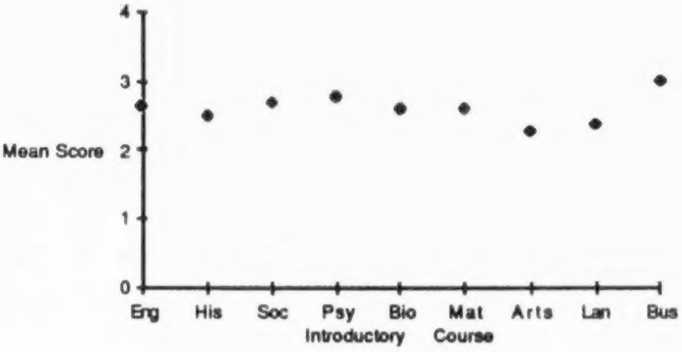
Strongly Endorsed Scale



Version C Data N=1182

Caution: These scales are only to demonstrate that students studying the target subject score high on the scale relative to others. The only valid score is the one for the titled subject.

Appendix 3. Reserve Items Pool

DISCARDED ITEM POOL

The items below were included in an early version of the SGE but were not retained for one or more reasons indicated in the code below. This pool of items may be drawn upon by users who wish to supplement the current items. Remember that students were responding with respect to their goals for a *specific course* and that a limited number of introductory courses were included.

Code for reason item was discarded:

c	common item--answered similarly by most students (see also "n" since some were not important goals)
d	duplicated (or nearly so) an item that was used
n	not important goal to students in piloted courses (may be important to faculty members, however)
rw	reworded same item in another way and included in SGE
s	space too limited to include--would have been a useful item

s, d	1-4	To read artistic critiques intelligently
d, c	1-9	To immerse myself in the world of ideas
rw	1-10	To work for a specific cause, such as world peace
s, n	1-12	To become accepted in a group
s, n	1-19	To make a contribution to scientific knowledge
d	1-20	To become an informed voter
s, n	1-28	To improve my social and economic status
s, n	1-29	To learn how to relax and enjoy life
c	1-30	To meet an appropriate life companion
s, d	1-32	To increase my organizational skills
rw	1-33	To question the opinion of authorities
rw, s	1-35	To discover new ways of doing things
d, s	1-38	To be informed about current social issues
d	1-39	To gain background and specialization for further study in a professional or scholarly field
c, n	1-41	To prepare for religious work
s	1-43	To learn to take some initiative
s, d	1-47	To learn things that will be useful in solving problems in this field
s, n	1-49	To improve my community
c, n	1-50	To improve my athletic ability
d	1-57	To understand the way this field is structured
s	1-59	To pass a certification or licensing exam
n, s	1-63	To learn to maintain my physical and mental health
s	1-64	To gain a reputation as a knowledgeable person in my field
s, d	1-67	To learn how knowledge is acquired
rw	1-69	To develop ethical and moral values
s	1-70	To make scientific judgments as an informed citizen
c	1-74	To become famous
s, n	1-77	To develop the ability to work well in group endeavors
d, rw	1-78	To understand the way scholars in this field investigate questions
rw	1-79	To get a promotion in my job
rw	1-80	To learn how to be a group leader

rw	1-82	To learn to read critically
rw	1-86	To choose between alternative actions
d	1-88	To understand the career options open to me
d, s	1-89	To learn to organize and use time effectively
d, s	1-90	To appreciate literature
n, s	1-91	To develop supervisory skills
s, n	1-97	To learn to accept criticism gracefully
s	1-100	To demonstrate to my family that I can succeed
s	1-101	To develop a commitment to careful and accurate work
rw	1-102	To meet people
s	2-3	To try to see how everything fits together logically
rw	2-5	To develop sensitivity to the feelings of others
rw	2-9	To develop intellectually
rw	2-11	To learn to fee relaxed in groups or at ease in social settings
rw	2-12	To learn to get along with others
rw	2-15	To understand the relation of literature and film to life
rw	2-16	To become more mature
s, d	2-17	To understand how human knowledge has developed
rw	2-21	To develop tolerance and understanding of other people and their views
c, n	2-24	To choose a life style
c, n	2-30	To prepare for family life
rw	2-31	To develop appreciation of varied moral and ethical standards
s, d	2-33	To gain exposure to new ideas
n, s	2-35	To help me invent new things
rw	2-40	To make sound career decisions
c, n	2-41	To increase religious devotion and commitment
rw	2-43	To develop independence or self-directedness
rw	2-44	To improve my self-image
rw	2-47	To learn to solve practical problems in my career
n, s	2-49	To help my nation
c	2-50	To develop the ability to work with my hands
d, s	2-56	To learn how to solve specific kinds of mathematics problems
rw	2-57	To understand broad trends in this field
n, s	2-65	To establish my personal identity
n, s	2-66	To develop commitment to a set of beliefs
rw	2-70	To make judgments about environmental issues as an
n	2-72	To enjoy music
n, s	2-74	To obtain recognition from others
rw	2-77	To improve my interpersonal skills
s, d	2-78	To learn the methods of analysis of this field
rw	2-81	To gain skills and techniques directly applicable to a job
c	2-84	To improve my telephone communication skills
s, n	2-87	To achieve recognition in my community
n, s	2-88	To keep all career options open
n	2-89	To learn to organize and use time effectively
rw	2-94	To understand how humans have learned to cope with nature
rw	2-96	To learn to solve complex problems

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Western Michigan University

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